DOCUMENT RESUME

ED 381 172 IR 055 467

TITLE	Idaho Librarian Survival Manual. A Guide for New Librarians.
INSTITUTION	Idaho State Library, Boise.
PUB DATE	94
NOTE	82p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Instructional Materials; *Librarians; Library Acquisition; *Library Administration; Library Automation; Library Catalogs; Library Circulation; Library Collections; Library Cooperation; Library Funding; Library Material Selection; Library Personnel; Library Planning; Library Policy; Library Services; Library Statistics; *Public Libraries; State Libraries
IDENTIFIERS	*Idaho; *Training Materials

ABSTRACT

The purpose of this guide is to help new librarians in Idaho get started at their jobs. It provides a basic overview of library administration, policy, procedure, activities, and services. The following topics are covered: library law; working with the board of trustees; formulating and writing policies and procedures; budgeting and finance; personnel practices and laws; getting to know the collection; selection and acquisitions; the catalog and how materials are arranged; circulation procedures; public services responses to patrons; interlibrary loans and cooperation; keeping statistics; learning about automation; planning; and the mission of the State Library. (MAS)

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Idaho Librarian Survival Manual

A guide for new librarians

Published by the Idaho State Library
325 West State Street
Boise, Idaho 83702-6072
(208) 334-5124

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Introduction

If you are reading this, you are probably a brand new librarian. On your first day on the job, you may have looked around and wondered what you got yourself into. What once looked like a new quiet place where people sat around and read now has revealed itself for what it is: a maze of paper, policies, procedures, and politics.

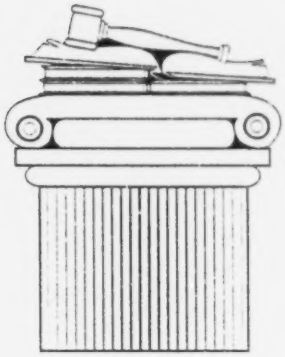
Please rest assured that it will get better! Within a few months you will have a much better idea of how your library operates. You will start to feel more at home in your job. Of course, you will still feel like smacking anyone who says: "I wish I could work in the library; it must be nice to do nothing but sit and read books all day." No librarian sits and reads books all day. In fact, many librarians read less after they've become librarians. They just don't have the time!

That, of course, doesn't mean that we don't think reading is important. To be a good librarian, you must like to read, and the more you read the better librarian you will be. Library work usually doesn't pay that well. Most librarians work in libraries because they think the work is important. In one sense, then, you are a missionary for reading and libraries. You are trying to promote something that you think is important for your community. Your enthusiasm for reading and libraries combined with love of people and all of the library skills that you can develop are what will make you effective in this task.

The purpose of this survival manual is to help you get started. It is not designed to give you in-depth information about any particular aspect of your job. Instead, its purpose is to help you move through your first few months in the library. We hope that it will help answer some of your questions, or at least help you to know what questions to ask. It will also give you lists of resources that you can use to get more information.

If you have questions that you can't answer or if you are just feeling a little lost, don't hesitate to call your area's public library consultant. Their telephone numbers and areas covered are shown on the map which is at the beginning of this guide.

Library Law: Or, Is All This Legal?



You don't have to be an attorney in order to be a library director, but you do need to understand the basics of many state and federal laws that affect your library. You should also know about any local ordinances that might pertain to your library.

Much of what is in the law is just common sense, phrased in complicated language. Areas where legal requirements may most seriously affect the library are in its fiscal management, personnel, buildings and political dealings. When making decisions in these areas, be careful. If some action that the library is about to take seems controversial, it should send up a warning flag, and you should consider whether your action might have some legal ramifications.

State Library Laws

The sections of Idaho Code that deal specifically with city and district libraries are in Title 33. The laws governing city libraries are found in Sections 33-2602 through 33-2611. District library laws are in sections 33-2701 through 33-2729. School-community library laws are in section 33-2737 to 33-2740.

These laws cover responsibilities of trustees and librarians, reports, the appointment or election of trustees, donations to libraries, and the establishment, annexation or consolidation of libraries.

In many cases, district library law refers to Idaho school district law. District librarians need to understand school laws as they relate to trustee and bond elections, filling board vacancies, and selling property.

District Trustee Elections

District libraries are required to hold trustee elections on the fourth Tuesday in May of each year. You may be appointed by the board to act as the library district clerk and have the responsibility of organizing the election. This responsibility includes posting and publishing notices that nominating petitions are available; making sure that absentee ballots are prepared and accessible; posting and publishing the required notices of the election; hiring an election judge and clerk. These are just a few of the election requirements.

The election is a complicated procedure. To help you, the State Library publishes a trustee election calendar each year that lists important dates and deadlines. Look for this in your mail each March. Your public library consultant will be happy to help you too.

State Laws for Both Districts and City Libraries

Bidding Requirements. The Idaho Code contains other sections that pertain to municipal or taxing district boards. For example, Section 50-341 and Section 33-601 contains competitive bidding laws for cities and library districts, respectively. These laws require an open bidding process for city libraries when they purchase equipment valued over $10,000 or any other item over $5,000. The bid requirement for library districts kicks in when any item is valued more than $15,000.

Open Meetings Law. Another vitally important law is the "Open Meetings Law", Sections 67-2340 to 67-2347. The Open Meeting Law requires the following:

1. That notice of all meetings, regular, special, and executive sessions be given. The notice must include an agenda.

2. That all meetings be held in places that do not discriminate on the basis of race, creed, color, sex, age, or national origin

3. That all public boards provide written minutes of all meetings and that these minutes be available to the public.

4. That public board meetings be open to the public except to:

    a. consider hiring, evaluating, or disciplining an employee

    b. conduct labor negotiations

    c. to consider purchasing property

    d. to negotiate trade or commerce

    e. to consider its attorney's advice in pending or possible law suits

5. That no final action or decision can be made in an executive (closed) session. In other words, all votes must be taken in public sessions.

6. That members of a board who knowingly conduct or participate in a meeting in violation of this law will be subject to a $150 fine for the first violation and a $300 fine for all subsequent violations. All action taken in such a meeting shall be null and void.

Idaho Tort Claims Act. The "Tort Claims Act", Sections 6-902 through 6-928, contains the laws that govern board and employee liability and protection. These laws define when governmental entities, including libraries, may be held liable for damages as a result of their actions and give them authority to purchase necessary liability insurance and to pay for the premium through a separate tax levy.

Public Records Act. A relatively new law that affects both district and city libraries is the "Public Record Act," Sections 9-337 through 9-348. This act safeguards the privacy of library circulation records. This means that your library cannot let any person or representative of a law enforcement agency examine these records.

If you receive a subpoena for library records, you and your board should consult an attorney in order to prepare a motion to modify or quash the subpoena. When the court reviews your motion, it may decide to drop its request or issue an order to show these records. Again, at this time, you and your board should consult an attorney.

Federal Laws

Federal laws which apply to your library are generally concerned with the areas of personnel, especially in the areas of hiring and firing. For comments on some of these laws, see Chapter VII.

If you receive a Library Services and Construction Act (LSCA) grant, your library must agree to abide by a number of federal laws and regulations. These provisions are particularly important when you consider building construction that uses federal funds. You need to be aware of these provisions before you agree to accept the grant funds.

When to Call an Attorney

In case of legal disputes, you and your board should not represent the library. You need to have an attorney's advice. If you are a city librarian, get to know the city attorney and understand what she or he will be able to do for you. If you are a district librarian, you might consider asking your board to hire an attorney on retainer. By paying a monthly fee, you will have an attorney's ear when you need it. If you are a small district, however, and you don't foresee any legal problems, it might be cheaper to hire an attorney on an "as needed" basis.

Even when you are working with an attorney, however, it is important for you to have an understanding of the law. Library law is rarely disputed in court, so when you first approach an attorney you may know more about it than s/he does. You will also know a great deal more about

what your library wants or needs in any given legal situation. What an attorney will bring you will be a wider perspective of how library laws fit into the general framework of law. Thus, working with an attorney should be seen as a partnership, in which both of you will be bringing important perspectives to a problem.

Help from the State Library

The Idaho State Library publishes a compilation of Idaho's library laws each summer. This publication contains all new additions to library laws. Each library receives a complete edition, with most of the pertinent Idaho laws and five copies of the basic edition, with only the laws specifically governing libraries. The copies of the basic edition should be given to your board members.

In addition, from time to time, the State Library publishes "Fact Sheets" that cover specific laws or changes in the law. These Fact Sheets are included with the State Library Newsletter.

The best way to understand the laws is to read them. Don't tackle them all at once, but read through the comprehensive publication section by section. If you find something that you don't understand, call the public library consultant for your area. She or he will help you understand the laws and how they affect your library.

Working with Your Board: Or, Who Does What?

When you were hired, you became an employee of your library's board of trustees. **Most of the time, working with your board will be easy, because you all have a common interest and a common mission: to provide your community with the best possible library service.** Good board members will be your best allies in working for better service. They will bring ideas, encouragement and enthusiasm to the library. A librarian that has a hard-working, knowledgeable board will find them to be an invaluable help. In this chapter we will discuss some general principles about the library board / library director relationship.

In theory, the library board's function is to set policy for the library, and the library director's role is to see that these policies are carried out. In reality, the line between these two functions may not always be that clear.

While it is true that the library board is charged with setting policy, you know more about the day-to-day operations of the library. Boards sometimes have ideas that simply are not workable or that will end up hurting the library. As the librarian, it is your duty to inform the board of what you expect the practical consequences of their decisions will be. However, once the decision is made, it is your responsibility to carry it out to the best of your ability, even if you don't agree with it.

Another problem that sometimes occurs is when a board member gets over zealous, and interferes with the administration of the library. The trustee may come in and tell you to make changes, interfere with the work of your staff, or go out into the community and misrepresent the library's position on various issues. In these cases, it is important for you to remember that legally individual board members have no power over the library. **It is only when the board acts as a group at an official meeting that library policy is made.**

It is all well and good to know that an individual board member doesn't have the authority to interfere with the administration of the library, but s/he still represents one-fifth of your boss. If this trustee has been on the board for a long time or is an officer of the board, s/he may even have more power than that with the board. What do you do in a case like this?

The keys to working with your board--both in good times and bad--are respect, communication, and tact. As a new librarian, recognize that the library and the library board has a history. The board is used to doing things in certain ways. Unless they have had serious problems, board members are not likely to interested in changing what they see as successful. They are not likely to change things unless you can give them good reasons, and even then, it may take some time for them to develop trust of your judgement.

Working with Your Board: Or, Who Does What?

During your first year, you probably will want to spend more time in trust building rather than in problem solving with your board. Try to get to know each board member personally, find out what they think about the library and where they want the library to be going.

Does this mean that you should not bring up problems? No, but it may mean that you should pick your "battles" carefully. Certainly, if you know that the board is doing something that is illegal, for example, you need to inform them of that. But you may not want to bring up issues that are only mildly irritating to you.

During this time, it is also vitally important to communicate as much information as possible to your board members. If you see a potential difficulty coming up, make sure that the board is aware of it, even if you are afraid it reflects badly on you. No one likes to be surprised by a major problem that everyone else saw coming. At the same time, do not dwell on the negative. Make sure that the board knows about the library's successes too.

If you treat board members with respect and communicate well with them, you will probably not have problems with any of your trustees. But what should you do when a problem does occur? What should you do, for example, if a board member demands that you change a policy without waiting for board action? First, remember to keep your cool. Treat the request with respect and tact. Second, tell the board member that you do not feel comfortable making the change without the full board acting on it. Tell the board member that you will ask the board chair to put the issue on the agenda for the next board meeting. Third, look for some alternative that you can use without board approval to solve the problem between the time the problem arises and the next board meeting. Make sure that the alternative that you choose conforms to present policy.

What should you do if the board makes a decision that you do not agree with? As the board's employee, except in those cases where a decision forces you to do something that is illegal or unethical, it is your responsibility to carry out the decision as best you can. Try to make it work, and most importantly, don't express your negative opinion to the public or to other members of the staff. No one likes to be second guessed, and to do so is only asking for trouble. If the decision creates problems for the library, document these and bring them to the board. Don't forget if the decision turns out to be a good one, however, to complement the board on it.

Recruitment and Orientation of New Trustees

Although trustees are either appointed by the mayor and city council or elected, most trustees seek the office because they are encouraged to do so by other board members. As a librarian, you can help your board by suggesting potential trustees from people who use the library and have shown an interest in it.

Once new trustees have come on the board, it is very useful if you can give them an orientation to the library. Such an orientation can include a tour and a discussion of some of the issues that are currently affecting the library. You should also make sure that new trustees have received a copy of the State Library's *Guide for Trustees of Idaho Public Libraries*, as well as copies of important local documents, such as by-laws, policy statements, and minutes from the previous year.

By working with trustees while they are new on the board, you can build the kind of positive relationship that will most benefit your library.

Policies: Or, Get It in Writing

We like to think of libraries as nice quiet places where people are always nice to each other. Most of the time this is true. There are times, however, when libraries are not so quiet. In fact, sometimes libraries get downright controversial.

For example, sometimes people don't like some of the books that a library has in it. Or an employee may feel that s/he has been treated unfairly. Or a bunch of kids may disturb other patrons. Or someone claims that books have been returned when your records show that they haven't been.

What do you do in these situations?

One way is to make up rules as you go along. Each situation is handled as the staff sees fit, with little or no guidance from the library board. There are several problems with this approach.

For one thing, the system is arbitrary. What the librarian decides to do may be based on the mood s/he is in or on previous experiences with the patron. The librarian naturally will like some people more than others. S/he may treat some people more leniently than others. Even if the librarian treats everyone the same, without written guidelines from the board, there may be the appearance of unfairness. This problem is magnified when different people are handling the same problem at different times. Each brings his or her own standards and methods of problem solving to the job.

Secondly, if there are no written policies, the staff is unprotected. The librarian may make a good decision, but the board doesn't agree with it. Such second guessing may diminish the librarian's authority in the minds of the public, and it can lead to strained relations between the librarian and the board. In extreme cases, it may even mean even leave the staff legally exposed without board support.

Thirdly, written policies add extra authority to the staff when a confrontation occurs. Most library users tend to believe things when they are written down. (They are readers, after all.) So, when a question arises, the staff's ability to show the patron the policy in black and white can often be very helpful.

Written policies, then, are an important library management tool. What kind of policies should you have? At a minimum, your library should have the following policies:

- **A PERSONNEL POLICY** which includes job descriptions and information on general job expectations, salaries and job benefits, and evaluation.

Policies: Or, Get It in Writing

- **A COLLECTION DEVELOPMENT POLICY** that outlines the kinds of materials that will be selected, who will do the selection and what criteria will be used in selection, how donated materials will be handled, weeding procedures, and how the library will respond to complaints about its materials.

- **OPERATIONAL POLICIES** that include such things as the library hours, its loan periods, how it will deal with overdue materials, and expectations of persons using the library.

- **SPECIAL POLICIES** that deal with recurring problems that may be unique to your own library. For example, if you have a meeting room, you should have a policy on who can use it, and how it is to be scheduled.

If you are a new librarian, how can you find out about your library's policies?

First, look around to see if you can find a policy manual. It usually will be kept at the librarian's work desk or at the circulation desk. If such a book exists, read the policies. Check the dates when the policies were established. If the policies are old, check to see if they represent the way things are actually done. If the policy book exists, and it accurately portrays the way things are done, you are all set. The only thing you will need to do is to annually review the policies with your board to see if any changes need to be made and develop new policies as circumstances require them.

If you cannot find a policy book in the library, check with the ex-librarian or board president to see if such a book exists. If it does, get a copy for your own use, and check the policies as outlined above.

If a policy book does not exist, you will need to compile one. You may be able to find some individual policies that have not been collected together. Check the board minutes for the past five years. Some policies may appear there, although they might have to be rewritten a bit.

In general, a policy statement should include (1) a concise title, (2) a purpose statement, (3) a detailed description of the policy, (4) the date that the policy was approved by the board, and (5) any dates that the policy was reviewed and revised. Any policy that you rewrite from board minutes should be reviewed by the board to make sure that it accurately reflects their original intention.

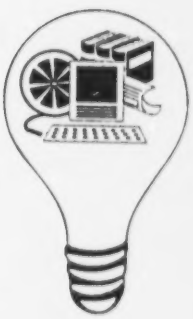
Once you have collected the policies you already have, you may find that there are some gaps. If you need to write some new policies, you will want to call your State Library Public Library Consultant for help.

Policies: Or, Get It in Writing

Developing a policy book may take quite a bit of time, but in the long run it will also save a lot of time. If you need to develop a number of different policies, do it over several months, and present policies to the board one at a time, so that they will have time to adequately think about and respond to each one. It is also good to present different policy options so that the board may choose the one that they feel will work best. When options are presented, advantages and disadvantages in terms of staff time, finances, space, and other management considerations should also be given.

Remember that policies are the outline on which your library's services are based. They are also legal documents, and they are ultimately the board's responsibility. It is important that you, your staff, and your board understand them and follow them.

Procedures: Or, Where's the Light Switch?



A brand-new librarian walked into her one-person library for the first time. She had worked in libraries before. She had highly developed library skills. The library board had been lucky to find such a qualified person. They had given her a key and a policy manual. She arrived early enough to open the library with plenty of time to spare. Unfortunately, no one had bothered to tell her where the light switches were located. She looked around as best she could in the dark. Then she tried the telephone, which shared one of several lines with city hall. City hall was closed. She could not get an outside line. On her first day on the job she had to return home to call the board president. He also didn't know where the light switches were located. Two hours later, a janitor was found who could turn on the lights. The library was two and a half hours late in opening. It was not an auspicious start for a new librarian.

Whether we like it or not, public libraries, like all organizations, are dependent on routine. We keep the same hours every week; we shelf books in the same manner each day; we use the same procedures to check out materials and check them back in; we catalog materials using the same system, day-in and day-out. If we did not follow these routines, our libraries would be disorganized, no one could ever find anything, and our patrons would never know what to expect from us.

An important part of keeping the library running smoothly and consistently is the ability to develop good procedures. While policies are "philosophical" statements that explain *what* we do and *why* we do it, procedures are the practical statements that explain *how* we get it done. Procedures are usually developed over time. Once they are established, they are changed only when they is some compelling reason to do so. As long as procedures don't interfere with policy matters, they are the province of the staff. They do not need to be acted on by the board.

Procedures, however, should be written down. Details such as the location of important equipment should be included in a procedure description. Imagine how different the story that began this chapter would have been, if the new librarian had a procedure manual that told where the light switches were located. Procedure manuals do not have to be great works of art. They can be written in an outline format, step-by-step, with only the most basic information.

What procedures should be included in a procedure manual? Certainly any routines that occur daily, weekly, or monthly should be covered. These would include:

- Procedures for opening and closing the library
- Circulation procedures: checking out, checking in and reserving materials, and overdues

- Interlibrary loan procedures
- Procedures for ordering materials
- Procedures for receiving new materials (don't forget magazines)
- Technical processing procedures
- Procedures for collecting statistics
- Procedures for setting up board meetings
- Procedures for special events, such as story hour or programs for adults
- Other special procedures, such as reserving the meeting room

Some of these procedures require special forms. Copies of the forms should be included in the procedure manual.

The procedure manual should also contain emergency procedures and telephone numbers. It should tell what to do in case of a break-in, a medical emergency, and a fire, for example.

In addition to routines that occur frequently, the procedure manual should also include a calendar that shows procedures that must be carried out each year. Such annual procedures would include:

- ✔ Budget preparation
- ✔ Election routines (for district libraries)
- ✔ Summer Reading Program
- ✔ Annual reports

As with the policy manual, the first thing you need to do is to see if a procedure manual already exists. If it does, then all you have to do is make sure that it is accurate and complete. If it isn't accurate or complete, or if no procedure manual exists, you will need to write up your procedures or have them written.

Who should write the procedure manual? The person who is primarily responsible for any given routine should write the description of that procedure. Remember that this can be done in an outline format. It doesn't have to be great literature. In larger libraries, it probably will be best to have a procedure manual for each department, although a master manual containing all procedures should also be kept by the director. Where a large number of procedures are going to be written by a single person, it is a good idea to space the writing out over several months. The procedure manual should be reviewed annually to make sure that it still reflects accurately how routines are really done.

New employees should be provided with a description of all procedures for which they will be responsible. Then they should be able to find the light switch their first day on the job.

Budgeting & Finance: Or, Free Libraries Aren't Cheap

Your library board is legally responsible for establishing the library's budget and for practicing good fiscal management. Often, however, much of this responsibility is delegated to the librarian.

As a new librarian, one of your first jobs should be to find out how much you will be involved with the fiscal management of the library. Here are some questions that you should ask your board:

What is the library's budget for this year? (Get a copy!)

Who receives the bills and verifies that the goods or services charged for have been received?

Who assigns the bills to budget categories?

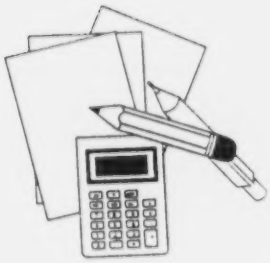
Who prepares the monthly financial statement?

If you are responsible for preparing the financial statement, what format should you use? Are there forms that are set up for this purpose?

Who prepares and signs the checks? (For city libraries, it is often city officials.)

If the fiscal management is handled primarily by someone other than the staff, how is the staff kept informed of the library's financial status?

Is there a limit set on the size of expenditures that can be made by the staff without board pre-approval?



Knowing answers to these questions will give you a good handle on your library's fiscal situation.

The Budget Year

The fiscal year in Idaho runs from October 1 to September 30. District libraries are required to have their budgets to the county commissioners no later than the second Monday in September. City governments are also required to have their total city budget, including their library's budget, to the county on that day.

Library districts are required to have a budget hearing before their budget is submitted to the county. City governments are also required to have a hearing on their budget, which includes the library budget, before giving their budget to the county.

Because city library budgets have the extra step of being approved by the city council, city libraries usually must get their budgets completed somewhat earlier than library districts. If you work for a city library, it is a good idea to ask the city clerk when you should have your budget ready. In fact, it is a good idea to cultivate a good relationship with your city clerk. It can save you a lot of headaches.

Budgeting & Finance: Or, Free Libraries Aren't Cheap

Given that budgets must be in to the county commissioners early in September, the formal budget process usually takes place in July and August, but you should start thinking about the budget in the spring. Ask the board to begin discussing the budget in March or April, by outlining their service goals for the following year.

Information should be collected throughout the whole year. It is wise to keep a budget file, where you can keep newspaper clippings, notes, and other information about potential changes in costs. In this way, you will have all that information together when you need it.

You will also need to find out how the board does its budget. Does the board ask you to present a draft budget, or does it have a budget committee of its own members? It is vitally important that you as the librarian have input into the budget, as you will know the day-to-day operation of the library better than any other person.

Once you know what the board wants to do in the next year, you can begin to develop cost figures. You will need to gather cost information from a variety of sources, such as the present year's expenditures, catalogs, information on utility rates and the cost of living that appears in newspapers and other sources, and information you gather from service vendors. Remember that in budgeting you are making a series of educated guesses. The more information you have, the better your guesses will be.

Levy Limits Figuring out potential costs is only one part of the budget equation. The other side is income. For most public libraries, the major source of income is property taxes. There are limits on how the levy rates for library services. District libraries can raise their levies to no more than .06% of the market value for assessment purposes on the property within the district. Cities can levy no more than .1% of the market value for assessment purposes for library services. Most libraries in Idaho, however, are not close to their levy cap. Still, you should check to make sure that your proposed levy does not exceed your cap.

One problem that sometimes occurs in setting your levy is that your county may only have preliminary market value figures during the time you are setting your budget. These figures generally are fairly accurate, but they will not be exact. Occasionally, libraries have also reported difficulty in getting any market value figures from their counties. If this happens or if you are having other problems figuring your levy, call your State Library Public Library Consultant.

Truth in Taxation. Idaho Code 63-2224 through 63-2226 sets stringent requirements for all taxing districts to inform the public if they plan to raise their levy rate or if they think that the amount that your current levy rate will bring in will exceed 105% of last year's amount. Briefly some of the important things to remember are:

By August 1st each year, each taxing district in a county must report the time, date, and place of their budget hearing to their county commissioners. (Note: you don't have to hold your budget hearing by August 1st, you just have to set the hearing.)

If you are plan to raise your levy rate at all, or if you think your current levy rate will raise 5% more from ad valorem taxes than you had the previous year, you must buy a quarter page ad in your local newspaper to be run for two consecutive weeks before the budget hearing. The ad must be published in the news section of the paper, and must be surrounded by a quarter inch black border. It must contain estimated taxes on a $50,000 house, a $100,000 farm, and a $200,000 business, compared to the previous year's taxes.

If you raise your levy at all, or if your budget assumes that your current levy rate will raise 5% more money than the previous year, your board must pass a resolution showing their approval of the levy rate and send this resolution along with their budget to the State Tax Commission.

If these procedures are not followed, the Tax Commission will only authorize a levy rate that produces the *lesser* of: the dollar amount raised by the previous year's levy or the dollar amount of the previous year's certified tax charges.

The Carryover Period. Although the fiscal year begins on October 1, tax dollars for the year usually don't come in until January. This means that for the months from October to January, your library has little or no tax income. During this period, you will need to use the previous year's money to "carry you over." This should be remembered in the fiscal management of the library. Generally, you do *not* want to spend all of your money by the end of the fiscal year. Typically, you should have between one-quarter and one-third of a year's operating budget still on hand at the end of September.

For library districts, the carryover issue is usually not too important, as long as they remember not to spend all of their money during the fiscal year. They are authorized in state code to carry money over.

For city libraries, however, it can sometimes be a bit trickier. The city government may want you to spend all your money during the fiscal year, and they will take care of the carryover period from the general fund. If you don't spend all your money in this situation, they may try to take any money that is left over and put it in the general fund. Other cities may want their libraries to be responsible for carrying over money for the period between October and January. It is a good idea to talk to your city clerk about this so that you will know what is expected. It is even better if you can also get whatever the policy the city is following in writing. City clerks sometimes leave, and new ones with different ideas take their place.

Carryover funds should be distinguished from a "rainy day account." Because many libraries have small budgets, they feel that they have to set money aside for emergencies. In some cases, libraries have managed to set aside as much as a whole year's budget or more for this purpose. This is not a good idea! Tax dollars should be used for the purposes for which they have been collected. Setting aside money in undesignated accounts for future use does not use tax dollars wisely. If the taxpayers, for example, find out that you have a large amount of money sitting around, they may well ask why you are asking for more.

There may, however, be legitimate reasons for holding money from year to year. For example, many kinds of building repairs are very expensive, and trying to pay them out of a single year's budget could mean a severe cut in library service for that year. Money for these repairs, which could include such things as the roof, furnace, carpet or air conditioning replacement, can be saved in a depreciation account which can be designated for this kind of expense. In other words, if you are going to have a "rainy day account," you should be able to tell the taxpayers what kind of rainy days you are expecting.

Re-opening Your Budget. On rare occasions, a library may need to re-open its budget during the year. This typically happens when the library receives a large amount of unexpected income that must be spent during the year. For example, if the library receives a large grant that must be used within a year, and the total amount of expenditures will therefore be greater than is listed in the expenditures anticipated in the budget, then the budget must be re-opened.

To re-open the budget, a budget hearing must be advertised and held. At this hearing the whole budget, not just the part that has created the need for the budget hearing can be re-considered.

Usually, it is not a problem for library districts to re-open their budgets, but it can be a major problem for city libraries. This is because it will not just be the library's budget that will be re-opened, but the whole city budget. In re-opening the library's budget, in other words, the city council may have to deal with all kinds of other budget questions on things like streets, police, and garbage collection. Needless to say, this can be an real inconvenience, and they don't like to do it. If it is possible, unanticipated income should be held until the next budget year. The problem can also be avoided by guessing high on your income and expenditures in the original budget. If this is done, however, it needs to be thoroughly explained in your budget notes and presentation.

Personnel: Or, "...And I Thought We Were Friends"

Most libraries spend at least half of their budgets on personnel. The people working in the library are its most important resource. They can cause the library to be a smooth running, efficient organization, or they can throw a monkey wrench into everything the library is trying to do.

Personnel management is one of the most challenging of all managerial tasks. It is challenging for two reasons. First, and foremost, it involves working with other people, who bring their own needs and agendas to the work place. Some people have sought library work because they are interested in the "mission" of the library; others have sought the job for different reasons. Workers with different levels of commitment to the job may require different levels and styles of management.

In addition to the problems of dealing with a number of different personalities and levels of interest, personnel management is also the area where your library is most likely to get into legal trouble. No library should feel that it is small enough to be immune from the legal implications of bad personnel procedures. In Idaho, libraries serving populations as small as 700 people have experienced problems serious enough to result in threatened law suits. This means that personnel procedures must be equitable for all employees, no matter how small the library.

It is this combination of trying to impose uniformity on diverse personalities that makes personnel work challenging. At the same time, it should be remembered that most personnel problems can be handled relatively painlessly by using good communication techniques and by having equitable procedures.

The Personnel Policy. The heart of any good personnel management system is a well thought out, written personnel policy. If you work for a city library, all employees of the library, except the director who serves at the pleasure of the board, are covered by the city's personnel policies, unless the city council has passed an ordinance that states library employees will be treated differently. [See Idaho Code 33-2608]. As the director of a city library, then, you should become thoroughly familiar with the personnel policy of the city or with whatever substitute policy the city has created for library employees.

If you are a district library director, your board should have an approved personnel policy for your employees. This policy should include:

- The Mission Statement for the library
- General expectations of all employees, including a policy against sexual harassment.
- Job descriptions for all positions

- General description of compensation
- Description of benefits, including paid leave
- Description of staff development and continuing education opportunities
- Hiring procedures
- Job evaluation procedures
- Procedures for promotion
- Disciplinary Procedures
- Grievance procedures
- Procedures to terminate employment

Because your personnel policy is a legal document that may be treated as part of an implied contract between the library and its employees, it should be reviewed by your library's attorney before it is finalized and approved.

Job Descriptions. Job descriptions are one of the most important parts of the personnel policy because they will serve as the basis for both hiring and, if necessary, discipline. They should include:

- ✔ A detailed description of the work to be done by the person holding the position.
- ✔ A description of the minimum educational and experiential requirements of the person holding the position.
- ✔ A description of other desired educational and experiential traits of the person holding the position.

Hiring. To avoid discrimination or any appearance of discrimination, all job openings at the library should be advertised in the local newspaper. Larger libraries should advertise professional positions more widely, through the national library media. The advertisement should briefly describe the position and the minimum requirements. It can also include the anticipated starting salary. Those interested should be encouraged to ask for further information and an application form from the library. This further information should include the complete job description, along with the anticipated starting salary, if this has not been included in the advertisement.

The only exception to this procedure is when your library has a written policy of filling positions by promotion from within the agency.

The application form, in addition to asking for name, address, and telephone number, should ask for information that will tell you how well the applicant meets the minimum requirements and desired traits of the person holding the position. It should not, however, ask for unnecessary information that could lead to a charge of discrimination. Such information would include, for example, race, marital status, number of children, pregnancy status or religion. In other words, if you don't need information in order to evaluate the person's ability to do the job, don't ask for it. A reasonable deadline for applications should be set. Applications received after the deadline should ***not*** be considered.

If it is possible to quantify information, that is the best way of evaluating applications. For example, if years of applicable schooling are important for the position, you could award a certain number of points for each year of schooling. The same can be done with years of relevant experience. This scoring system needs to be worked out before looking at the applications. It should be applied in writing to each application.

IC 65-502 through 65-506 also spells out a requirement that military veterans be given some preference for hiring for public employment in Idaho, which means that you should ask for veteran status on your job applications. This requirement can be met by using a 100 point scoring system, as outlined above, that automatically adds 5 points for veterans or veterans' widows, or 10 points for disabled veterans. If you do not wish to use such a system, you would probably be wise to interview all veterans who apply.

From the written applications, the top three to five applicants can be chosen to interview. The interview should help you explore the applicants' qualifications further, and it should also help you determine how well they satisfy the more "personal" traits that you might be interested in. For example, if you are hiring someone to work with the public, but they come across as very shy or very aggressive in the interview process, you may want to think about whether they will meet your needs. **You do not have to hire the person who gets the highest score on the written application; the interview can be used as a separate test of an applicant's suitability for the job.** As with the written evaluations, an objective way of scoring these interviews should be worked out before the interviews take place. Each applicant should be asked the same set of questions during the interview process. A written evaluation of each interview should be made immediately after the interview is completed.

When the decision has been made, and the person you have chosen has accepted the position, it is a matter of courtesy to inform other applicants of the decision. This is usually done with a short note through the mail.

Such a note should simply state that the position has been filled, and it should wish them luck in their future job search. You should not explain your decision in the note. All applications and evaluation materials should be kept on file.

Job evaluations. Some libraries conduct evaluations for new employees after their first six months on the job. Whether or not this is your policy, each person in the library should have a job evaluation by his/her immediate supervisor once a year. When you are conducting a job evaluation, you are not evaluating the person, you are evaluating how well s/he does the job. There should be two components to a job evaluation. The first is a written evaluation on how well the employee accomplishes all the different task elements of the job. The task elements should be found in the job description. This evaluation should be written by the employee's immediate supervisor. Both negative and positive evaluations should be explained in writing. Some libraries also have employees evaluate themselves on the task elements in writing. They then compare their self-evaluations with the evaluations of their supervisor.

The second part of the process is an interview between the supervisor and the employee about the written evaluation. This interview allows the employee to respond both positively and negatively to the written evaluation. If there are problems, the employee can talk about these and sometimes a mutually satisfying solution can be found. For example, a negative comment about an employee's speed in performing a task might be explained by the employee as a result of poor equipment. If there is agreement on the issue, the written evaluation can be amended. If there is disagreement, the employee should be allowed to tell her/his side of the story in writing, and this document should be placed in the employee's file.

One common mistake that supervisors make in evaluating employees is to withhold the truth, based on a desire "not to hurt their feelings." This mistake has two negative results. First, it means that employees will not improve their performance, because no one has told them they are not meeting expectations. Second, if disciplinary action ever becomes necessary, it will be harder because there will be no documentation that there have been long standing problems. It is more difficult to discipline employees if you have never told them there is a problem.

Promotions. Many libraries promote employees from within the organization before attempting to hire a new employee. In most cases there is no problem with this procedure as long as it is explained in your personnel policy. However, you should always be careful that the employee you are promoting meets the minimum qualifications that you have listed on the job description for the position. Since promotion is

a reward for better than average service, you should also be able to document that the employee you are promoting has had better than average evaluations in the lower level position. This is especially important if more than one employee has expressed an interest in being promoted to the higher position.

Progressive discipline

Except in extreme cases, such as when someone has endangered patrons or other staff members, the library should use a progressive discipline approach to employees who are having problems. One of the most important tools for preventing discipline problems is setting clear standards and expectations for performance--not only in what tasks should be accomplished and how they will be measured, but also our expectations of how we will treat each other and our library's users.

A progressive discipline approach begins with relatively mild measures of discipline, and proceeds to more serious steps if the problem is not corrected. The emphasis of this approach is communication and giving the erring employee a chance to improve. Some typical steps in progressive discipline are as follows:

Informal discussion. The supervisor discusses the problem with the employee informally, trying to understand the problem and reach a mutually acceptable solution.

Oral warning. The supervisor warns the employee that his/her behavior is unacceptable, and that if improvements are not made other actions will be taken.

Written reprimand. The supervisor writes a formal reprimand, copies of which are sent to the employee and the supervisor's superior. The reprimand describes the problem and consequences that might occur if the problem is not corrected. The reprimand is placed in the employee's file. At this point, there may also be some outside intervention from the supervisor's superior. The existence of a written reprimand in the file generally would mean that no merit raise would be warranted for that time period.

Suspension. The employee is sent home for a specific period of time. S/he is not paid for the time missed. The employee should be afforded notice of the allegations and an opportunity to be heard *prior* to suspension without pay. A note explaining the action is placed in the employee's file.

Termination. The employee is fired. The reasons for the firing are documented and placed in the file, along with a summary of the history of the progressive discipline process.

Grievance procedures. Because supervisors are not always fair, your library should have a grievance procedure which employees can use if they feel that they are being treated unfairly. The grievance procedure should be explained in the personnel policy, and it should be the responsibility of the supervisor to make an unhappy employee aware of it. The policy should clearly establish the lines of authority that are to be used in filing a grievance.

If an employee tries to "end-run" the policy, s/he should be told t to follow the procedure. This seems to happen most often when an employee goes directly to a board member rather than to the superior on staff. Board members should be informed of any staff problems where this might happen and be reminded of the proper procedure.

Grievances should be filed in writing. The first step in the grievance procedure usually is fact finding and mediation between the employee and supervisor, if it is warranted. Fact finding and mediation should be done by a superior in the organization, or if that is not possible by a competent, disinterested outsider. In small libraries it is usually done by the library board. If it is found that the grievance was warranted, any disciplinary action should be overturned, and a note to this effect should be placed in the employee's personnel file.

If it is found that the grievance was unfounded, the supervisor should be warned not to take retaliatory action. If the grievance involves an on-going dispute involving disciplinary action against the employee, at this state, the normal disciplinary procedures may continue.

Some Important Employment Laws

Although we cannot cover in detail the all of the employment laws that might affect your library, we will give you a short list of important laws and what they do. These descriptions are not intended to fully explain the law, but to send up some "warning signals" of areas that you should be concerned about.

MINIMUM WAGE--FEDERAL AND STATE. Almost all library workers will fall under the federal minimum wage laws. Make sure that you are paying them at minimum wage or more.

FAIR LABOR STANDARDS ACT (FLSA). This includes the federal minimum wage, and it also lists requirements for overtime pay and compensatory (comp) time. It also prohibits employees from contributing volunteer hours doing the same thing that they get paid for.

The Fair Labor Standards Act also includes child labor provisions, which set certain limitations on the use of juveniles as employees. If you use students under 18 years of age as pages, you should be aware of these restrictions.

Personnel: Or, "...And I Thought We Were Friends"

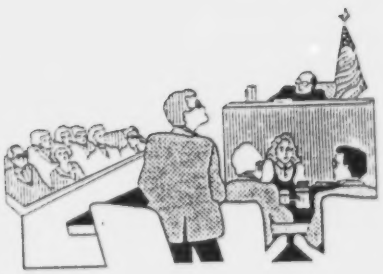
STATE AND FEDERAL CIVIL RIGHTS LAWS prohibit employers from discriminating on the basis of race, color, religion, sex, or national origin, in hiring, promotion, and other employment policies.

AGE DISCRIMINATION EMPLOYMENT ACT (ADEA) prohibits employers from discriminating on account of age. The protected age group is 40 years old and older.

AMERICANS WITH DISABILITIES ACT (ADA) is a new law that strengthens prohibitions on discrimination against the disabled and requires employers to make their facilities accessible to the disabled and to make reasonable changes in their accommodations for the employment of disabled people.

IMMIGRATION REFORM AND CONTROL ACT requires that employees complete a I-9 form within three days of starting work, verifying their identity and authorization to work. Employers may condition an offer of employment on the successful applicant's completing the form, but may not specify what documents must be used to complete the form.

PROHIBITED CONDUCT BY PUBLIC SERVANTS. Idaho Code 18-1351 and 18-1359 to 18-1362 lists prohibited conduct on the part of Idaho public servants. One of the prohibitions is against nepotism, the hiring and employment of a person's relatives.



The Collection: Or, Do you Have a *Good* Book on...

There is only one way to learn about your library's collection. You have to use it. The longer that you work in your library the better you will know your collection. There are some ways, however, that you can more quickly learn about what you have.

First take a slow "tour" of your library's collection. Begin by looking at how it is arranged. Here are some questions to answer:

Where is the reference collection, and how big is it? (Reference books are those that are not designed to be be read through, instead are used to answer questions in the library. They normally are not checked out.)

How is the non-fiction section arranged? Usually, non-fiction in public libraries is in the Dewey classification system. However, sometimes special sections, such as biographies or Idaho materials, are placed in a section that is out of order. Be very aware of these special sections, as they are usually separated for a reason.

How is the fiction arranged? Almost always fiction is shelved alphabetically by author, so that all fiction written by the same person is together. Sometimes, though, there are special sections for popular genres, such as westerns, mysteries, science fiction or romance. This allows fanciers of these books to find all of them in one place. Since these sections contain very popular items, be aware of them.

How are paperbacks arranged? If they are on racks, do different racks contain specific kinds of books, or are they all intermixed?

Is there a separate section for children's non-fiction? Many small libraries now interfile children's and adult's non-fiction together so patrons can more easily find all the information on a subject in one place.

How are children's fiction books divided? Most libraries have a separate section for "picture" books for younger children. These books may be kept in bins, so they are easier to see. In general, they are very difficult to keep in any order, although some libraries use colored tape to identify authors in broad alphabetical categories. Many libraries mark these books with the letter "E" for easy readers.

Older children's fiction is usually shelved in alphabetical order. Typically, they have a special call number designation such as "J" or "JF" to indicate they are juvenile books. A few libraries still try to divide children's books according to grade level. This is not recommended, as it may discourage good readers from reading "above" their grade, and it may embarrass poorer readers when they have to choose books below their grade level.

The Collection: Or, Do you Have a *Good* Book on...

What magazines does the library receive? How long does it keep back issues? Are current and back issues kept together?

What kind of audiovisual materials does the library have and where are they kept? Are there special precautions to prevent theft of these materials?

Are there sections that look very strong and that have a lot of newer books? Are there sections that look weak, that is have few or no books or the books look old or dilapidated? From what you know of your community do these strengths and weaknesses make sense?

Are new books kept in a special section? If so, how long are they kept there?

While you are "touring" the collection to find out where things are, you should also look at the condition of the materials. Does the collection look new and vibrant, or is it made up of books that look worn and dilapidated. Are the shelves crowded or are they half filled? Are you using the top and bottom shelves to store materials?

In general, you should probably not make major changes in the way the collection is arranged until you have been on the job a year. For one thing, it can be very time consuming, and you will have plenty of other things to do the first year on the job. Making major changes right away also will not allow you to know why things were done the way they were. Something may look foolish on the face of it, but you will then find out that the previous librarian had a very good reason for doing it that way. (Make sure that the "very good reason", however, has to do with convenience for library users, not just the convenience of the library staff.) Lastly, major changes can be very disconcerting to your patrons and your staff. It is best to establish a good trusting relationship before stirring the waters too much.

This does not mean that you can't begin planning for changes in the first year. You can find out why things are the way they are, and you can plan a new arrangement if you find it to be necessary. You can also get you collection development policy in order. You can make sure your weeding policy is ready to go, and you can discuss weeding with your board.

Lastly, during the first year, you may want to begin a formal collection assessment process in a few parts of the collection. For help in doing this, you will want to call your Public Library Consultant. (For more information on arranging your collection, see Chapter X.)

Censorship and Intellectual Freedom

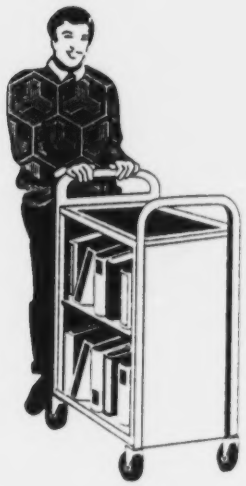
Unfortunately, we cannot talk about library collections without also talking about the problem of censorship. As a librarian, it is your duty to provide as much information on as many different subjects of interest to your community as possible. Because some of these subjects are controversial, people may occasionally become upset because your library contains certain opinions or materials. This situation becomes particularly difficult for people when it involves their children.

As a librarian it is your professional responsibility to support the cause of intellectual freedom. No individual or small group in your community should have the power to tell other people what they cannot read. Because of this, it is vitally important that your library board write a collection development policy which includes a strong statement of support for intellectual freedom, and procedures about how such challenges are to be handled. All staff members should know this policy, and they also should know exactly what they are suppose to do if the challenge is brought to them. The typical procedure is to ask the person challenging the material to fill out a form, which states their objections. If the person refuses to put their objection in writing, then the matter goes no further. If they do fill out the form, the librarian or the board then make a written response. If this does not satisfy the patron, the matter is then taken to a hearing at a board meeting. The board's decision at this point is final.

You should remember that the people who are challenging library materials are people who care about their children and their community. Treating these people with respect will often help you to avoid a more major confrontation later. In most cases you will find that simply hearing people out will be enough. In a few cases, the challenge may go to your board. It will then be important that they understand the principles of intellectual freedom that they are called upon to defend.

Giving in to a censorship will only lead to more challenges, and it is not just "dirty" books that are attacked. Among books that have been subjected to challenges are *The Bible*, *Huckleberry Finn*, and *Silas Marner*. In a real sense, then, when you and your board are defending one book in your library, you are defending them all.

Selection & Acquisitions: Or, More Books for the Bucks



Now that you know what is in your collection, how do you know what to add to it? The first thing to do is to look at the library's collection development policy, if one exists. This may tell you very specifically the kinds of materials that you are expected to buy. If no such policy exists, ask your board to give you some general guidelines until they can complete a full policy.

There are many ways to find out about new materials that you can add to the collection. Publishers will be more than happy to send you all kinds of advertising about their books--whether you want it or not. Indeed, you will probably find that you will be overwhelmed with the amount of advertising mail that the library receives.

While advertisements will help to keep you informed about what new books are being published, remember that the purpose of this advertising is to sell books. You can hardly expect them to give you an objective view of what they are trying to sell.

It is better to purchase most books based on more objective book reviews. While you can find some reviews in places like general newspapers and magazines, normally you will not find a wide enough variety to meet your library's needs. Because of this, there are several library-related magazines that you should consider purchasing.

Booklist is published by the American Library Association, 50 E. Huron Street, Chicago, IL 60611, twice a month except in July and August, when it is only published once. It reviews both adult and children's materials, and has a pre-publication section which reviews new books that are likely to be best-sellers before they are published and a special section on reference books. It includes reviews of audiovisual materials. *Booklist* is generally considered to be the best single source of reviews for smaller public libraries.

Library Journal (PO Box 1977, Marion, Ohio 43302) is issued 21 times a year. While the primary purpose of the magazine is to carry news about libraries, it has also has an extensive review section, concentrating on adult fiction and non-fiction books, but also including audiovisual and magazine reviews. It is a valuable resource for the library information it contains as well as the reviews.

Publishers Weekly (PO Box 1979, Marion, Ohio 43302) is published weekly. It primarily carries news about the publishing industry, but it also has a review section that includes adult and children's books, as well as some audiovisual reviews.

All of these magazines are expensive. If your book budget is small, try to find another library in your area to share the subscription.

Selection & Acquisitions: Or, More Books for the Bucks

When selecting a book from reviews ask yourself the following questions:

> Does this book fit into the collection policy or guidelines that the board has given me?
>
> Is this likely to be asked for by anyone in my community?
>
> Is the book by a popular author whose works are frequently requested?
>
> Does the review indicate that this is a high quality book?
>
> Do we already have current materials on this subject?
>
> Does the potential use of the book justify its cost?
>
> By answering these questions, you can determine whether or not you should purchase a particular title.

Once you have made your selection, you enter the acquisitions phase of the process. If you order a large number of books and use more than one review source, it is a good idea to make sure that you haven't already ordered the book. This can be done by keeping an "on-order" file on cards or on a computer data base. Simply check the titles of the books being considered against the books already on order. If they are not on order, you add them to the on-order list. If they are, you need to determine whether or not you need additional copies.

Once you have your list of books to order and have checked them against the on-order file, you are ready to place your order. Generally, it is advisable for libraries to use "book jobbers" for their orders. Such jobbers make books and other materials available at substantial discounts--up to 45% in some cases. The size of the discount, however, will depend on how much, if any, discount the jobber received from the publisher of a particular book. Using jobbers can also save you time and money because you can consolidate orders with one or two jobbers instead of sending orders to dozens of publishers. To get the names of appropriate jobbers for your library, if the library is not already using jobbers, get recommendations from other librarians, or call your public library consultant.

While most of your books should probably be ordered through jobbers, books published locally are sometimes only available from the publisher or in local bookstores. Bookstores should also be used when you need a book in a hurry, as jobbers may take several weeks to fill an order. Bookstores also sometimes offer discounts to libraries. Make sure to ask about it.

Some publishers, such as those who publish encyclopedias, do not sell to either book jobbers or book stores. If in doubt, contact the publisher or place the order with a jobber. If the jobber cannot supply the item, you will receive a reply suggesting that you order directly from the publisher.

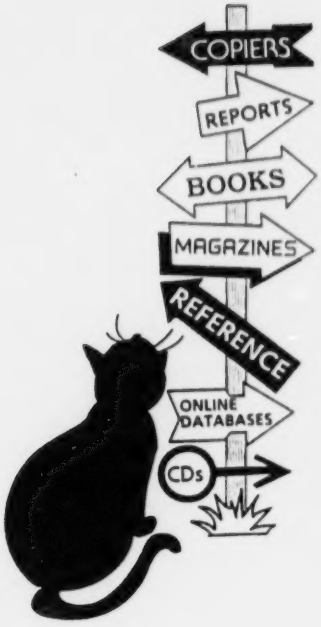
The next step in the acquisitions process is to receive the books you have ordered. When books are received, check the titles against the invoice, so that you know the bill is correct. You then should check the invoice against your on-order file to remove the record of those books which have been received. The books are now ready to be processed and placed on the shelf.

The Materials Budget

Throughout the acquisitions process, you need to keep track of how much you are spending. How do you know how much to spend? Some librarians simply take their materials budget items, divide by twelve and spend that much each month. However, publishers tend to bring more books out in the spring and the fall, so it may be that you will want to plan on spending more money during those months and less in the winter and summer. It can help to track your expenditures from the previous year to see what percentage of your materials budget has been expended each month in the past.

Because you will always have some books in your on-order file, and because you will also never be certain about the amount of discount you will be receiving on each item, expending money for materials can never be an exact procedure. However, by keeping tabs of where you are each month, you should be able to spend close to the budgeted amount each year, without drastically underspending or overspending.

The Catalog: Or, I Know It's Here Somewhere



Adapted from: Kolb, Audrey. A Manual for Small Libraries in Alaska. Juneau, Alaska: Alaska State Library, 1987.

It is not enough for libraries to simply have lots of books. These books must also be arranged and indexed so that people know where to find them. Many books have indexes. Libraries are indexed in the same way. This index is called the library catalog, and it helps you and your patrons find books by particular authors, books with particular titles, and books about particular subjects.

The catalog is such an important part of any library that many people tend to think of library work and cataloging as being synonymous terms. Cataloging also has a mystique. It seems complicated. However, cataloging is an art, not a science. By and large cataloging follows the rules of common sense. The most important element of cataloging is consistency. As long as you catalog and classify the same way each time, you are not likely to get into too much trouble. At the same time, in order to make your library consistent with most others, it is best to follow standard library practice whenever possible.

Arrangement of the Collection

Simplicity is important in the arrangement of books in the library. It is easier for users to find the materials they want, and it is easier to train new staff or substitutes.

A library should have as few separate shelving arrangements as are feasible. Yet books shouldn't all be placed in one continuous filing arrangement for you would find picture books far above the heads of the children who want them. These same children would have trouble finding books suitable to their reading skills. We also want to separate fiction books from nonfiction, or factual books; consequently some separate shelving arrangements are necessary.

All adult fiction can be interfiled in one alphabetic sequence, instead of grouping books by reading interests of westerns, mysteries, romances, science fiction, etc.

Some separate groupings of materials are necessary:

- ✔ By broad READING LEVELS (picture books, juvenile books, adult books).
- ✔ FICTION (story books) and NONFICTION (facts, real things or true events).
- ✔ FORMAT, that is magazines, books, pamphlets, audio cassettes or other media.
- ✔ REFERENCE, and other materials to be used only in the library.

The Catalog: Or, I Know It's Here Somewhere

The groupings or categories found most commonly in libraries are:

Easy or picture books	(preschool through grade 3)
Juvenile fiction	Grades 4 through 6)
Young adult fiction	(Grades 7 through 9)
Adult fiction	(Grades 10 through adult)
Nonfiction	
Idaho special collections	
Reference	
Magazines & Newspapers	
Paperback exchange	

E or Picture Books

Easy or picture books are those to be read aloud or which students in primary grades can read. These can be arranged by first letter of the author's last name; all the A's together, B's, C's, D's, etc.

Juvenile and Young Adult Fiction

Juvenile fiction and young adult fiction are often shelved in separate shelving units. The reasons are: reading skills, reading interests, and the height of the library user. Make sure the books for younger children are on low shelves within their reach. Shelve these alphabetically by the first three letters of the author's last name or by the full last name. The label on the spine, card and pocket should have a J or Y before the author letters. YA fiction can be on taller shelves.

Adult Fiction

Fiction is usually shelved in alphabetical order by the author's last name. In processing, F or Fic is placed above the first three or four letters of the author's name on the label, card and pocket.

Some libraries have separate shelves for particular genre of adult fiction, including western, mysteries, and science fiction. However, interfiling of all adult fiction has advantages:

- Shifting books or rearranging the collection is easier, so there is more flexibility for the library.
- Stories by one author are all shelved together.
- Readers may be attracted to another title which they would not intentionally seek out.
- reprocessing services do not identify specific genre (westerns, science fiction, etc.). Therefore such identification must be done by the library staff. This requires staff time, labeling may be forgotten, or it may be necessary to read each book before identifying its type of fiction.

Nonfiction

Nonfiction books are "true"; that is, facts, about real things, people, or events. For a small library, interfiling of all nonfiction (juvenile, young adult and adult) has advantages:

- Children's nonfiction books often are better illustrated and since adults don't usually look in the children's section to satisfy their own interests, they may miss some fine books.
- Adult poor readers are not stigmatized by using the children's section of the library.
- Advanced children can readily find materials when all the books on the same topic are shelved together.
- The collection is less fragmented in arrangement.

Children's nonfiction books can use the J before the classification number on the spine label even when nonfiction is shelved together. The books are shelved by the number first (not the J), and then in alphabetical order by the author. The J is an aid to the library user in making a selection.

A biography is an account of a person's life, or several people's lives. Biographies have several options for classification, and the choice of classification numbers affects the shelving arrangement. These choices are 920-928, 92, B, Dewey number (occupation of person the book is about). The Dewey numbers include:

920 -	Collective biography (lives of several people; for example, early explorers, the Presidents, the Kings of England)	
921 -	Philosophers and psychologists	- 100s
922 -	Religious leaders, workers	- 200s
923 -	Persons in social sciences	- 300s
924 -	Philologists and lexicologists	- 400s
925 -	Scientists	- 500s
926 -	Persons in technology	- 600s
927 -	Persons in arts and recreation	- 700s
928 -	Persons in literature	- 800s

Libraries selecting either the B or the 92 option must establish a special section for biographies. If the 920-928 or the Dewey class numbers (100s-800s) are chosen, biographies can be shelved in their normal Dewey Decimal order. An advantage of shelving by the Dewey number is the greater flexibility for shelving arrangement, and for ease of rearrangement and shifting at some future time.

Classification Options for Biographies

	Advantages	Disadvantages
B or 92	Books can be shelved alphabetically by last name of the person the book is about.	Biographies can't be found together in subject categories
	Easy for user to distinguish since the classification number is so different.	Does not follow numerical arrangement of other non-fiction.
	Numbering sequence is not logical because numbers change from 919 to 92 and back to 929.	May cause confusion as these are the only numbers with fewer than three digits in the Dewey classification system.
	May need separate shelving section.	Exceptions require more training of users and staff.
920	Follows usual non-fiction sequence.	Users will probably need to use the card catalog or to locate the classification number of a particular biography.
	Easier to shift books.	
	Fewer exceptions to train staff members.	
100 to 899	Groups people with similar occupations: presidents would be together, explorers, etc.	
& 920 to 928	Is consistent with classification of other non-fiction.	

Idaho Collections

Many questions are asked about Idaho; its history, wildlife, native cultures, pioneers. Libraries often try to establish a separate shelving area for books about Idaho.

Stories about Idaho are popular too; consequently many libraries find it useful to shelve both fiction and nonfiction books about Idaho in the same shelving area.

Reference

Reference books are those used for information and are not intended to be read from cover to cover. These include encyclopedias, dictionaries, atlases, almanacs, indexes, etc. Some libraries do not allow reference books to be checked out at all; others permit them to circulate for a short period of time, either a few hours or overnight. This reference collection is usually placed near the librarian's desk or the circulation desk because people may need assistance in locating information.

Magazines and Newspapers

Different formats of materials require different types of storage. Books stand upright on a shelf because of their hard covers, magazines and newspapers do not; therefore special shelving is needed.

Magazines:

Companies which sell library shelving have special display units for periodicals. These are slanted shelves which allow the magazines to be displayed with the cover facing outward. Small libraries usually shelve most magazines in alphabetical order by title. Children's magazines should be placed on the lower shelves so that they can be reached by shorter library users.

The library staff needs to decide how long it wants to keep back issues. Most libraries try to keep all issues of the current year and at least one year of back issues. Titles which are used frequently may be kept longer. The amount of shelf and floor space available are determining factors.

Back issues of magazines can be laid flat on shelves, but those of the bottom of a stack are difficult to get out. Keeping the periodicals in chronological order is difficult too. A more convenient storage is by the use of pamphlet file boxes in which magazines can stand upright. Most library supply firms sell file boxes of plastic or fiberboard. Some of the fiberboard ones are shipped and stored flat, then folded into a sturdy, upright box when ready for use.

Newspapers:

Special shelving units are available for newspapers, but they aren't a necessity. Newspapers can be laid flat on shelves.

Some newspaper racks use a long stick with slits. The sections of the newspaper are slid onto the stick, and the stick is hung on a rack. Some racks are free standing, others are built into wall shelving units. Another design for newspaper shelving units holds the folded newspaper on slanted shelves. The choice of shelving design is dependent upon its cost and the available floor space.

Back issues of newspapers are retained for varying periods of time depending on use, place of publication and availability in microform. Major national newspapers and those of the larger cities in the state are available in microfilm or microfiche, consequently it is not necessary to keep more than one of three months of back issues of those titles.

Local newspapers are an important historical record of the community and if back issues are not available in microform, the library should try to retain a permanent collection of back issues. Some of these newspapers may be weekly or published irregularly. Some are mimeographed by local residents. The important thing to remember is that they may be unavailable elsewhere in the state. The library should try to keep two sets of the local newspaper, one for public use and one complete set for converting to microform sometime in the future.

Paperback Exchange

A paperback exchange can be one of the most popular services of the library. In an exchange, people donate paperbacks which they have read, and then borrow other paperbacks which they have not read. The library does not catalog books in an exchange collection, nor keep any record in the shelf list. Consequently these books do not need to be kept in a particular order. Since there is little concern that particular titles be returned, the exchange collection can be placed in an out-of-the way location. Some libraries place them in the entry, or in a public corridor so that people can get books when the library is closed.

Classification and Cataloging

Fiction books (story books) are usually placed in alphabetical order on library shelves by the author's last name. Usually most libraries put the first three or four letters of the author's last name on a label attached to the spine of the books for ease of shelving.

Example:

Armstrong, Charlotte
Benchley, Nathaniel
Chandler, Raymond
Clavell, James
DeVries, Peter
Fowles, John
etc.

Classification

Nonfiction, or "true" books are assigned a number, which is called a classification number. Its purpose is to group books on the same subject (class) together. Just as schools have science class or history class, libraries group books by class. Most small libraries use the Dewey Decimal Classification (DDC) System. Its name comes from the man who developed the system (Melvil Dewey) and it uses numbers with decimals -- like money is divided into dollars and cents by a decimal point.

Example:	$378.14	(dollars and cents)
	374.28	(DDC for adult education centers)

The DDC system established numbers for ten classes of knowledge:

000 Generalities	500 Pure science
100 Philosophy	600 Applied science (Technology)
200 Religion	700 The Arts
300 Social sciences	800 Literature
400 Language	900 General Geography and history

The DDC system keeps dividing each class by tens. Here is an example from the social sciences:

300 SOCIAL SCIENCES (main class)

310 Statistics	360 social problems and services
320 Political science	370 Education
330 Economics	380 Commerce (Trade)
340 Law	390 Customs, etiquette, folklore
350 Public Administration	

Each division is further divided into 10 sections. Example:

370	Education	
371	Generalities of education	376 Education of women
372	Elementary education	377 Schools and religion
373	Secondary education	378 Higher education
374	Adult education	
375	Curriculum	

Each section is further subdivided by decimals for more specific numbers for a subject. Example:

374	Adult education
374.1	Self-education
374.2	Group education
374.21	Special interest groups
374.22	Reading and discussion groups
374.26	Use of radio
374.27	Use of mass media
374.28	Community centers for adult education
374.29	Institutions and agencies
374.4	Correspondence schools and instruction

The DDC uses decimals, so in order to understand the values of the numbers, think of them as money. The numbers to the right of the decimal point would be the cents. The order in which the books would be shelved is:

Book numbers		*Money*
940	=	$940.00
940.1	=	940.10
940.232	=	940.23
940.3	=	940.30
940.401	=	940.40
940.42	=	940.42
940.449	=	940.44
940.5	=	940.50

Cataloging

The purpose of cataloging the library collection is to provide an index to the materials. It enables a person to find an item when the author, or the title, or a subject is known. The catalog indexes the holdings of the library by a certain author, or on a certain topic.

For a book or other printed materials, the cataloger examines the title page and notes the:

- author
- title
- publisher and place of publication date
- its physical description (number of pages, height in centimeters, illustrations, maps, etc.)
- identifying numbers (ISBN, ISSN) and other information specific to the item (series, edition, etc.)

Then the content of the book is examined to determine what the book is about. These topics are translated to "subject headings", which are standard phrases. Many libraries use the Sears subject headings published by H.W. Wilson or the subject headings developed by the Library of Congress. If a library is using or intends to use automation, they should consider using the Library of Congress subject headings.

The cataloging of films, filmstrips, maps, music, etc. is similar, except the information differs somewhat. The producer, the number of frames, the speed and size of the phonorecord, the performers, the scale of the map and other identifying information is recorded. Subject headings are assigned, similar to those used for books.

The information about these library materials is produced in a standard library format, and becomes the library's catalog. This catalog may consist of cards in a card catalog or be in a computer, etc.

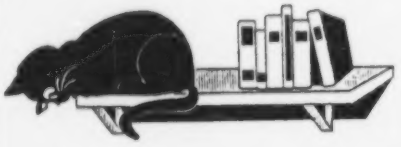
Pre-printed catalog cards and blank catalog cards are widely available. Automation is used to produce the pre-printed cards and the larger firms and most libraries have adopted a standard format of headings, punctuation and spacing.

Many libraries in Idaho use LaserCat as their online catalog. LaserCat is produced by WLN Bibliographic Information Services in Lacey, Washington, and is published on compact disc (CD-ROM). In order to use LaserCat a library needs a computer and three CD-ROM players. WLN also makes available a software program called UltraCard Marc that can be used along with LaserCat to print cards for a library's card catalog.

It is recommended that libraries purchase the catalog card sets or use UltraCard Marc along with LaserCat rather than typing their own.

A card for a card catalog is prepared for each way a person might look for a book, phonorecording, film, etc.; that is by author, composer, title, subject, and so on. A group of cards for one item is called a card set. The cards are filed in the card catalog and become the index to the library

collection. People can look in the card catalog to find which books are likely to have the information they want, or whether the library has books by a certain author or a recording by a certain composer--or similar questions.



Card Catalog & Shelflist

A card catalog consists of a cabinet with a series of drawers or trays containing cards which index the library collection. The card catalog is a tool to locate library materials and should be placed in the public area of the library.

The cards in a catalog can be filed in different ways. A dictionary card catalog has all cards, whether author, title, subject, or added entry, filed in one alphabetic sequence.

A divided catalog has one or more types of cards in a separate filing sequence. For example:

Authors & Titles Subjects	or	Authors Titles Subjects
(filed in two separate filing sequences in the catalog)		(filed in three separate filing sequences in the catalog)

In a small library, either the divided catalog or a dictionary catalog is quite satisfactory.

The shelflist is an inventory record of the materials in the library. These cards are filed in the same order that the books are arranged on the shelves. The shelflist card is one card of the card set and is a duplicate of the main entry card. On it the librarian lists information such as the number of copies the library has, the cost, and the date added to the collection. Tracings list all the subject and added entries in the card set.

In a shelflist the cards are in the same order as the books on the shelves. If there is a separate shelving section for easy reading picture books, then there is a separate section in the shelf list for them. If all non-fiction is filed together, then all non-fiction will be interfiled in the shelf list.

A non-fiction drawer would have the cards arranged in order by the classification number. So these cards would be in numerical order. If the library has a separate shelving section for Idaho, this would be another filing sequence in the shelflist, as are reference books.

A shelflist is generally retained in the library work area since it is maintained for inventory and operation of the library.

Card Set

A card set consists of several cards. These can be:

1. Main entry card (author, editor, etc.)
2. Subject cards (words all in capital letters on the top line)
3. Title card
4. Added entries (title, illustrator, a second author, etc.)
5. Shelf list card (inventory record)

Not all books have all these cards. You can tell which cards are in a set by looking near the bottom of the card. The subjects are numbered 1,2,3 etc. The added entries are numbered with Roman numerals, I, II etc.

In the example below the subjects are:

1. Industrial Management
2. Personnel Mangement
3. Quality of Worklife
4. Success in Business

The added entry is: I. Title.

```
658.4
ROSEN       Rosen, Robert H.
              The healthy company : eight
            strategies to develop people,
            productivity, and profits / Robert H.
            Rosen with Lisa Berger ; foreword by
            James A. Autry. -- 1st ed. -- Los
            Angeles : J.P. Tarcher, c1991.
              xix, 315 p. ; 24 cm.
  Includes bibliographical references (p. 303-
306) and index.

  1. Industrial management. 2. Personnel
management. 3. Quality of work life. 4.
Success in business. I. Berger, Lisa. II.
Title.

HD31.R723 1991              658.4'012  [20]
```

So this set of cards would consist of 8 cards as follows:

1.	Rosen, Robert H.	main entry
2.	Industrial Management	subject
3.	Personnel Management	subject
4.	Quality of Life	subject
5.	Sucess in Business	subject
6.	Berger, Lisa	added entry, author
7.	The Heathly Company	added entry, author
8.	658.4 Rosen	shelf list card

If there are more than 8 cards for this title, the extra cards should be thrown away!

BEST COPY AVAILABLE

In filing in the card catalog, the top line is the one considered first. Remember, all capital letters on the top line indicate a subject card. The shelf list cards are filed separately in the same order as the books are on the shelves.

Card Catalog - Filing

The card catalog is the index to the library collection--author, composer, editor, title and subject. Depending on local practices it can also index by illustrator, series name and more. Phonograph recordings, films, filmstrips, audiotapes, photographs, maps and other library materials can be indexed in the card catalog.

The catalog is complicated library tool, and over the years, rules have developed on filing in the catalog. Libraries throughout the country have followed these rules, with some local variations. One reason for consistency with filing is so users can learn how to find materials in one library--and with that learning, know how to use libraries in another community, in schools, and in colleges and universities.

Automation has forced some changes in filing rules. People can make judgments, but a computer hasn't that degree of flexibility. Libraries making extensive revisions or refiling may want to use the new rules for consistency, as an aid to library users.

A couple basic principles shaped the new filing rules:

> ✔ Elements in filing entry should be taken in exactly the form and order in which they appear.

An example of the new rules means that no longer will titles beginning with numerals, like 101 Dalmatians, be filed as "one hundred and one," nor will Mac and Mc be interfiled, nor will St. George be filed as "Saint George." The numbers 101 will be filed with other numbers, Mac will precede Mc, and St. will precede longer words beginning with the letters St. as in state or street.

> ✔ Related entries should be kept together if they would be difficult to find when a user did not know their precise form.

Headings beginning with the same words are grouped together; a longstanding rule which hasn't changed.

You will find filing rules beginning on the next page so that they can be duplicated for staff or filed in a procedure manual--whichever is convenient. The rules will require slight modification if the library has a divided catalog because author, title, and subject cards will not be in just one alphabetic sequence.

The Catalog: Or, I Know It's Here Somewhere

Rules for filing in a small dictionary catalog:

1. File by the top line of the catalog card. Ignore the articles "a", "an", or "the" when appearing as the FIRST word of a line.

2. File cards on which the top line begins with numbers, either expressed in digits or in another form of numbers (e.g. Roman numerals), before cards beginning with letters, and sequence them according to their numerical value.

3. Letters (A-Z) follow numerals and are sequenced according to the English alphabet (a,b,c,d,etc.), except ignore the articles "a", "an", or "the" when the first word of a line. Upper case (capital letters) and lower case letters (small letters) have equal filing value.

Articles, a, an, the, within a title or phrase are filed as written. For example, in Managing the school library, "the" is used in filing.

Example:

A to Z
The Almanac of world military power
An Apple a day
The Child and society
Dogs, dogs, dogs
Games for everyone
The Hotel guide
A nightmare in the closet

4. File word by word with shorter words before longer, and letter by letter within the word.

5. Initials separated by punctuation are filed as separate words. Abbreviations without interior punctuation are filed as single whole words in alphabetical order, for example "U.S." as two separate words, "IBM" as one word.

6. Numbers expressed as words are filed alphabetically.

Example:

"One hundred" is filed with the letter "O".

7. Punctuation marks are ignored in filing unless they indicate a subarrangement.

Example:

IGNORE	Apostrophes, dashes, parenthesis, commas
USE	Periods, semicolons
A-Apple	(the dash is treated as a space)
ALASKA--ANTIQUITIES	(The two dashes indicate a subarrangement)

8. When one author has written several books, file alphabetically by title.

Example:

Asimov, Isaac

ABC's of the ocean
Before the golden age
Earth: our crowded spaceship

9. Names and abbreviations are filed as written regardless of how they are pronounced or how similar to other forms of the name.

10. Forenames used by several people follow the alphabetic arrangement, if possible, followed by a descriptive phrase, which is filed alphabetically. For royalty the numerals are arranged chronologically, earliest, first.

Henry II. King of England, 1133-1189
Henry IV. King of England, 1367-1413
Henry IV. King of France, 1553-1610
Henry V. King of England, 1387-1422
Henry VIII. King of England, 1491-1547
Henry, Athapascan Chief
Henry, Duke of Lancaster
Henry, Huslia, Alaska, Chief
HENRY, CHARLES, 1859-1926
Henry, Charles Eugene, 1835-1906
Henry, Zunia
Henry
Henry 3
Henry A. Wallace
Henry Adams
Henry and Beezus

11. File works by an author before works about the author (author as a subject).

Blume, Judy	(author)
BLUME, JUDY	(subject)
BLUME, JUDY--BIOGRAPHY	(subject)

12. Subject subdivisions (identified by dashes) file ahead of inverted modifiers (punctuated by commas or parenthesis).

CHILDREN	(subject)
CHILDREN--SURGERY	(subject & subdivision)
CHILDREN--AFRICA	(subject & subdivision)
CHILDREN--UNITED STATES	(subject & subdivision)
CHILDREN, ADOPTED	(subject & modifier)
MOLDS (BOTANY)	(subject & modifier)

13. Subject subdivisions (following the dashes) are filed in the following sequence:

a. Period subdivisions (time in years or historical period)

b. Form and topical subdivisions

c. Geographical subdivisions

AMERICAN LITERATURE	(subject)
AMERICAN LITERATURE--COLONIAL PERIOD	(period subdivision)
AMERICAN LITERATURE--19th CENTURY	(period subdivision)
AMERICAN LITERATURE--ADDRESSES, ESSAYS, LECTURES	(form subdivision)
AMERICAN LITERATURE--AFRO-AMERICAN AUTHORS	(topical subdivision)
AMERICAN LITERATURE--STUDY AND TEACHING	(form subdivision)
AMERICAN LITERATURE--IDAHO	(geographical subdivision)
AMERICAN LITERATURE--NORTHWEST, PACIFIC	(geographical subdivision)
ENGLISH NEWSPAPERS	(subject)

ENGLISH NEWSPAPERS--TAXATION (topical subdivision)

ENGLISH NEWSPAPERS--INDIA (geographical subdivision)

ENGLISH NEWSPAPERS--SOUTH AFRICA (geographical subdivision)

ENGLISH NEWSPAPERS--IN FOREIGN COUNTRIES (phrase)

14. Period subdivisions in the form of "TO (date)" precede all other dates in the chronological sequence:

    Example:

    EGYPT--HISTORY--TO 640 A.D.
    EGYPT--HISTORY--640-1150

15. Period subdivisions are arranged in chronological sequence, even when the dates do not appear:

    FRANCE--HISTORY--CHARLES VI, 1380-1422
    FRANCE--HISTORY--16th CENTURY

16. Terms of honor (Dame, Lady, Lord, Sir) and terms of address (e.g. Mrs.) which precede a first name are files as though they follow the forename.

    Reynolds, John Hamilton, 1794-1852
    Reynolds, Josephine
    Reynolds, Joshua, Sir, 1723-1792
    Reynolds, Kay, 1911-

From: Rather, John C., and Susan C. Biebel. Library of Congress Filing Rules. Washington, D.C.: Library of Congress, 1980.

Circulation: Or, Check It Out

Checking In Materials. When a book is returned, the staff member looks at the due date stamped in the book. They then go to the date in the card file, find the card, place it in the book, and place the book with others to be shelved.

Overdues. As each due date passes, the book cards are moved to an overdue file, again filed by date. People with overdue books should be notified soon after the books become overdue. Studies have shown that the longer a book is overdue, the less likely it is to be returned. Reminding people with overdue books to return their books within a week or two of the due date, therefore, is likely to be more effective than waiting longer. After a certain amount of time or number of warnings, patrons with overdue materials should be sent a bill for the materials. This overdue policy should be written and included in your policy manual.

Other Problems.

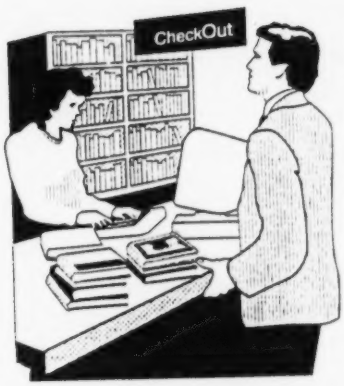
Telephone Renewals. When patrons wish to renew books over the telephone, you should ask them to write the new due date on the book's date due slip. Patrons sometimes will forget to write in the new due date, however, and so renewals that are made over the phone can cause problems since the new due date does not appear in the book. This makes it difficult to find the book card when the book is returned. This problem can be alleviated by not renewing a book unless the patron returns it to the library. This, of course, makes it much less convenient for the patron.

Another solution is to renew materials for the normal loan period past the original due date. For example, if the book was due on the 1st of the month, and you have a two week loan period, it is renewed to the 15th, even if the patron calls later than the 1st. In this way, you would only have to look in two date files (the 1st and the 15th) for the card.

Lost Book Cards. This occurs when a book gets replaced on the shelf without a book card. You can look through you files for the original card, but this can be time consuming for the patron. The other solution is to make a "temporary" card and search for the original later. Make sure that the temporary card is clearly marked as a second card, or you can get very confused about who has the library's book.

Automation. Because circulation procedures involve large amounts of filing, which computers can do faster and more accurately than human beings, circulation is often the first major library procedure to be automated. For more information on automated circulation, see the chapter on automation.

Circulation: Or, Check It Out



When most people think about public library service, they think primarily about checking books out and occasionally getting an overdue notice. The circulation system of your library will undoubtedly be the first thing that you will need to know about the library. It is hoped that either your predecessor or another staff member will show you how to check out books, or that the procedure was written down somewhere. If this hasn't happened, here's how to go about learning. (The rest of this chapter assumes that you are using a manual circulation system, rather than an automated one.)

At the circulation desk there should be some stacks of book cards. These stacks are usually divided by date. These stacks of book cards represent all the books that are checked out. On the cards will be the title and author of a book, and a date will be stamped or written, along with a person's name or a number.

Patron numbers are used to insure that a patron's right to privacy is protected, and this protection is required by the Public Records Act. Your library should use patron numbers, and if it doesn't you should move to this system as soon as possible. When you use patron numbers, you will need to have a list of numbers so you can find out who has a book when it is checked out and a listing of patrons by name, so you can tell patrons what their numbers are if they forget or lose their cards.

Patron numbers are usually listed in numerical order in a book with a person's name by each number.

There should also be a stack of registration cards. These cards represent all the patrons who have registered with the library. They are usually filed alphabetically by patron name. The cards will contain the patron's name, address, telephone number, and patron number.

Checking Out Materials. When a person wishes to check out a book, you find the book card in the book, write the person's number on the card, and stamp the card with the due date. You then also stamp the due date in the book so the person will know when it is suppose to be back.

If the person has lost her/his card, you can look up their number in the registration file.

At the end of the day, the book cards are arranged in alphabetical order by author or title and then are filed by date. There can be variations on this. In some libraries, for example, if a person takes out a large number of books, these are all kept together in the file. This is not recommended; it is best to keep you system as simple as possible.

Public Services: Or, Face to Face

Approach the patron if it appears that help is needed. Sometimes library users are afraid to ask a question, but will respond if you ask them one.

Use open ended questions that encourage the patron to talk. For example, instead of saying "May I help you?" which can be answered with a simple yes or no, ask "How can I help you?"

Don't just point patrons in a direction, but go with them so you can see if their need has been met. If you don't have time to go with a patron, make sure that you follow up by going to her/him as soon as you have an opportunity.

If patrons are working on something complicated, give them something to start with, such as an encyclopedia article, so they will have experienced some success in working with you. While they are using this material, you can look for more resources.

Similarly, if you will be using interlibrary loan to meet patron needs, try to find something in the library to hold them over until the ILL arrives.

Remember what you feel like when you go into a strange library, and treat your patrons the way in which you would like to be treated.

Reference Services:

While it is not possible in this survival manual to discuss reference materials in depth, we will give you some quick advice.

Don't forget your encyclopedia and almanac. Many ready reference questions can be answered in these two sources.

When you have time, look at your reference books in depth. Many of these books have special features that provide information you wouldn't expect.

Before beginning to actually look for an answer in your reference collection, try to think of several different sources for the information. Then begin with the most likely source of information.

Remember that the more reference work you do, the better you will get at it.

If you can't find an answer, don't forget to offer to seek the information through another library.

Public Services: Or, Face to Face

Although we tend to think of a public library as books, magazines and other materials, a vital element in any library is the human connection. Most people who come into a library will know little about what the library contains or how to find what they want. They often will not even have a clear idea about what it is they want. Because of this, they may be nervous or even anxious.

It is the responsibility of the library staff to help library users relax and take full advantage of the resources that are available to them.

The Library Environment

A library is like few other buildings. With the exception of a bookstore, no other building is filled with book stacks and magazine racks. Typically, human beings feel uncomfortable when they go into an environment that is unfamiliar to them. It is wise, therefore, for a library to try to make the environment as familiar as possible. Chairs and tables in highly visible locations, signs that help guide a user from place to place, attractive decorations on the walls, all will make a user feel more at home.

In arranging the library remember that simplicity is best. There should be a flow to the library's arrangement. It should be logical. For example, non-fiction items, which are often used in reference work should be located near the reference section.

A useful exercise for librarians and trustee members is to occasionally ask themselves: "What would I think of this library, if I had just stepped into it for the first time?"

Staff Attitude

Staff attitude is the single most important factor in making people feel comfortable in the library. No matter what the library looks like, a smile and a friendly greeting will make a library user feel welcome. Here are some tips for showing your good attitude.

Always greet a patron. A simple "Hello" can help break the ice.

Be aware of your body language. Look at the patron. Be open, but not too familiar.

If you are working on something else, when approached by a patron, put it aside physically, so the patron will see that you are giving your full attention.

Name tags can help, if you feel comfortable wearing one.

Interlibrary Cooperation: Or, Help! I Need Somebody

The majority of patron needs can and should be filled through the resources of the local library. However, there will always be a demand for materials and information that cannot be found in the collection at hand. To satisfy the needs that are not met locally, most libraries turn to interlibrary loan (ILL) to obtain desired materials from other libraries.

Interlibrary loan covers a broad spectrum of exchanges of material; the loan of books, recordings, videos and software, and the furnishing of photocopies of periodical articles and book chapters are familiar examples. This exchanging of materials consumes a good deal of staff time: the borrowing library staff must identify the requested item, determine what libraries own it, and request it; and the lending library staff must locate the item, check it out or photocopy it, and prepare it for mailing. Standardizing procedures is essential to the smooth running of ILL.

INSTRUCTIONS FOR ILL

Gathering Information

When a request is made for an item that you will want to borrow from another library, get as much information about the item as possible. Be sure to write down at least:

- ✔ the title of the item wanted,
- ✔ the author or editor, and
- ✔ the date published.

Any additional information, such as publisher or series, will be helpful in locating the item.

If the request is for a magazine article, find out:

- the name of the magazine,
- the date and volume number (if known) of the magazine,
- the title of the article,
- the author of the article, and
- the pages on which it is found.

Also ask about a deadline — is there a date by which the patron must have this item, or a date after which it will no longer be needed?

Charges: Libraries often charge for loaning books or providing photocopies. If your patron is asking for something which may incur charges, find out what price s/he would be willing to pay for it (unless your library pays these charges for patrons).

Genealogy requests: Most libraries will not lend family or local history books. When requesting such a book, specify the names of people about whom the patron is seeking information. Often a library will photocopy pertinent pages from a book if the book is noncirculating.

Best sellers: Interlibrary Loan is not an appropriate procedure in all cases. No library should try to borrow an in-print mass-market paperback, because most libraries will not honor such a request. Also, because of the high demand, libraries usually will not fill requests for books on the current best-seller lists.

Verification

If you plan to ask another library to furnish something for your patron, you should verify that your information is complete and accurate. In other words, you want to check the information you have been given against another, generally reliable, source to catch errors in spelling and wording. Also, if your patron was not able to furnish you with complete information ("I don't know the name of it, but it's the first book Stephen King wrote"), you can often use a verification tool to identify an unknown title or author.

Most ILL verification is done by looking for a cataloging record in a major bibliographic database. The WLN database is the most widely used tool for verification in Idaho. The database contains bibliographic information on more than five million books, periodicals, recordings and other items. Attached to about two million of these records are the holdings symbols and call numbers of the WLN member libraries (nearly all of them in the Pacific Northwest) which own the items.

Many public and academic libraries in Idaho have access to WLN in one of two forms:

WLN online. The online database is updated on a daily basis. It is accessed via a PC and a leased telephone line, or a PC and modem for dial-up access.

LaserCat. The database is stored on CD-ROM discs, searchable with a PC and CD-ROM drives; contains all the records in the database to which holdings are attached, plus some new records without holdings. The CD-ROMs are updated quarterly.

If you have no access to a bibliographic database, or if the book your patron wants is too new to be included in your version of WLN, you may want to search *Cumulative Book Index* (CBI), *Books in Print* (BIP), or *Forthcoming Books*. If you cannot find any verification for the book your patron has requested, fill out the ALA form and send it to the State Library anyway.

Interlibrary Cooperation: Or, Help! I Need Somebody!

When a patron requests a magazine article, you should always ask for the source of the citation to the article (such as in a bibliography). If it was cited in another magazine article or a book, that reference (including page number) will usually be enough. It is better, however, to be able to confirm the accuracy of the information by checking it in a periodical index such as *Reader's Guide to Periodical Literature*. On the ILL request, give the name of the index, volume number, date of its publication, and the page number on which you found the verifying citation.

CREATING REQUESTS

The next step, after verifying the information given to you, is to create the request. Before you create it you must decide where you want to send it and determine what transmitting options you have.

The American Library Association (ALA) ILL Form. The most common request form used by U.S. libraries is the ALA-approved interlibrary loan form. The ALA ILL form is used for both title and periodical article requests and is usually mailed to potential loaning libraries.

The form is mostly self-explanatory, but there are some sections that are sometimes misunderstood. Please see the sample ILL form on the following page; its numbered parts match the numbered sections of the following instructions. As with any ILL request, completeness and accuracy of information are essential when filling out the form.

1. NEED BEFORE: Complete this part only when your patron has a deadline. Most libraries handle requests as soon as possible, so there is no need to include a reminder to do that.

2. REQUEST NUMBER: This space is provided in case you want to number your requests for record keeping. Filling it out is optional.

3. CALL NUMBER: Leave this blank, unless there is only one known location or unless all locations have the same call number.

4. PATRON INFORMATION: Fill in the patron's name. If you wish to protect your patron's privacy, you may leave this blank.

5. BOOK...PERIODICAL: Include all the information mentioned on the form. If you're not sure about spelling, dates, or any other data, attach a note or a worksheet and explain your problem. If you have not been able to verify the requested item, include as much information as possible.

6. VERIFIED IN: Where you found the book or article mentioned and any other helpful data. Library of Congress (LC), WLN record identifier (RID),

ISSN, and ISBN numbers are particularly helpful for the State Library or other loaning library to quickly search a database to find locations.

7. TYPE OF REQUEST: Fill this in if your library or your patron has any limits on cost, for either loans or periodical articles. If that figure is $0, show $0. (You should expect to have to reimburse for postage, regardless of your limit.)

8. LENDING LIBRARY: Leave it blank; the lending library will fill it in.

9. REQUEST COMPLIES WITH CCG/CCL: This indicates your compliance with copyright law covering photocopies of periodical articles. It's a must, and some libraries will return your request unfilled if the appropriate box isn't checked.

Check CCG when the request is for a photocopy of an article or a portion of a copyrighted work less than five years old. With some exceptions, no more than five copies from any one periodical title dated within a five year period can be requested without making provisions for payment of a royalty.

Check CCL when the article or portion of a copyrighted work is more than five years old.

10. AUTHORIZED BY / TITLE: Fill in the name of the person responsible for interlibrary loans. Some libraries will not fill requests when this is left blank.

The right side of the form is where you find responses from libraries that handled your request. Check it carefully, because this is where you will find out the status of the item you requested, when it is due, and how much, if anything, you are being charged.

SELECTING LOANING LIBRARIES

When sending your request to another library, bear these suggestions in mind:

Try to **distribute your requests among a large number of libraries.** Staff at even the nicest libraries will tire of seeing your requests if they think they are always your first choice.

Route to same-type libraries when possible. That is, public libraries should try to borrow from other public libraries, school libraries from schools, etc. Of course, borrow from libraries with which you have interlibrary loan agreements.

Consider geographic proximity when selecting potential lenders. The closer the library, the more inclined staff will likely be to loan to you and (usually) the faster the item will be delivered. Borrow from Idaho libraries when possible. The demand on other Northwest libraries from instate ILLs is considerable. Also, the mail from Alaska can take three or four weeks to arrive.

Do not route to Seattle Public Library (WaS) unless it is your only choice, or make it last on a list of routing selections. Seattle Public will not fill a request unless it is the only or last location. (Keep this thought in mind for all the large libraries. They have so much ILL traffic that it is not fair to send them requests that could be filled by a smaller, less busy library.)

Public libraries only: Do not route directly to libraries that charge for loans unless you are prepared to pay the loan charges. Instead, route those requests to Idaho State Library and let staff there forward them for you. When you receive a bill from a WLN library for a request routed by the State Library, send the bill to the State Library with a copy of the original ILL request. We will pay the invoice in those cases.

If you have not been able to locate a copy of the book in another library, send your request to the State Library, where it will either be filled or sent on to another appropriate library.

If there are no Northwest holdings, or if the Northwest libraries cannot supply the requested item, State Library ILL staff will then route the request to other libraries outside the Northwest Group Access area. There is no charge to the requesting library for the referral service. Charges may be levied by the lending library. Book loans are normally free, but there is usually a charge for photocopies. That charge, averaging between $2.00 and $5.00, is levied by the providing library and must be paid by the requesting library or patron.

Lending libraries will not photocopy materials unless ISL fills in the MAXCOST portion of each request. You can help speed up the process by noting on each of your requests the maximum amount your library or your patron is willing to pay for photocopied materials.

A few words of explanation and instruction: when the State Library initiates a request outside of WLN, it uses a system called OCLC. When it accesses OCLC for another library, that library receives a copy of the request from ISL, with the ILL number highlighted. Keep this copy. That number and the patron's name are the only links between the requesting library, ISL and OCLC. When the item arrives, log the date received or returned, as appropriate, and return the updated request to ISL. At each OCLC step, ISL will send you a printout highlighting what action is needed next. **That action must be taken and the printout returned**

to ISL. It is important that each OCLC step be monitored - a process requiring everyone's cooperation.

One more thing regarding OCLC: If you need an item borrowed via OCLC renewed, ask the ISL ILL staff to request a renewal. Please get the renewal request to the State Library before the due date. ISL will not ask for renewals on overdue items. Use our toll free number, if necessary. You will receive a printout showing the new status and due date. Please avoid communicating directly with the lending library; it only complicates the process.

Communicating with the Idaho State Library Interlibrary Loan Staff

In addition to the mail (U.S. and electronic), there are two other ways to quickly communicate with the State Library about interlibrary loan requests:

The TOLL FREE TELEPHONE NUMBER for Idaho public libraries to reach ISL's Reference, Circulation, and Interlibrary Loan staff is: 1/800/533-6923.

Call ISL with rush requests for specific titles. The State Library will respond as positively as possible; please be sure there is a legitimate rush involved.

Call ISL with reference questions that urgently need answering and you don't have necessary resources available, or when a patron's question seems so complex that you are not sure how to phrase it in writing to ISL.

Call ISL with renewal requests that cannot be handled by mail, but not more than three at any one time. Telephone renewals take longer to process and are difficult to handle when the circulation desk is busy.

Call ISL any time you have a question on procedure or a problem you think we can help you solve.

ISL'S TELEFAX MACHINE NUMBER IS (208)334-4016. Libraries with access to a FAX machine can send and receive photocopied items in hours, rather than days by regular mail. State Library will also FAX material to a local machine whose owner has agreed to accept messages for your library. For example, most real estate offices and newspaper offices around the state have FAX machines.

Interlibrary Cooperation: Or, Help! I Need Somebody!

Interlibrary Loan Services Provided By The State Library For All Idaho Libraries

The State Library provides certain services for all Idaho libraries at no charge. Among these services are: Loan of books, recordings, films and videos, government documents, and photocopies from periodicals in the ISL collection. State Library will lend from the reference collection at staff discretion. Reserves may be placed on any item if it is not available at the time of your request.

For Idaho Public Schools

Idaho State Library will accept and, if possible, fill interlibrary loan and photocopy requests for titles known to be at ISL, as verified in LaserCat or another source. Requests must be sent on standard ALA interlibrary loan forms, or via EMS, and be as complete as possible. We will route a request to other libraries if we cannot fill it, provided that other locations are listed on the request.

The State Library will not accept "blind" requests for which there has been no verification that ISL holds the title. We also cannot accept subject requests directly from school libraries. Students and teachers are encouraged to use their local public library first. If appropriate, the public librarian may forward their reference questions to ISL.

For Idaho Public Libraries Only

State Library can assist in verification of elusive items requested on ILL. The State Library will accept requests for items that have not been verified, although we strongly discourage sending an unverified request to any other library. If you send us a request that you have not been able to verify, be sure to attach a note or a worksheet explaining: what the book is about, approximately how old it is, how certain you are of the spelling of the author's name, where the patron heard about it, and any other information you think might be useful. The more information we have, the better are our chances of verifying the request.

Idaho State Library will pay interlibrary *loan fees* charged by WLN libraries for Idaho public library requests only when the requests are forwarded by ISL to one of the charging libraries listed below. The invoice for each loan is usually sent to the borrowing library (not to ISL), so you must forward the invoice to State Library, along with a copy of the ILL request.

Interlibrary Cooperation: Or, Help! I Need Somebody!

Reference Service for Public Library Patrons:

The State Library serves as the backup to public libraries in the provision of reference service. If a local library patron asks a question that cannot be answered locally, a request for the desired information may be sent to the State Library. ISL reference staff will search the reference and circulating collections, periodical indexes, the WLN database, and any other sources that seem appropriate for the question. Reference staff will send printed information or will suggest an organization with whom the patron can correspond. Often a list of books or periodical articles on the desired subject will be included in the response, and occasionally ISL staff will initiate an ILL request for the patron.

It is important for you to realize that the State Library's collection is not like a public library collection. It is specialized to answer reference questions and to meet the job-related needs of state government employees. It does not contain fiction (except in large print), popular non-fiction, or children's materials, unless they relate to Idaho or the work of the state government.

When filling out a Subject Request form, interview the patron until you understand exactly what information is wanted. Write down complete details, be specific, and define technical terms. (Remember that State Library staff has not met your patron.) Explain how the patron will use the information. Also, please tell us where you have searched, and include the titles of books your patron has used or is requesting on ILL. Don't forget to include the deadline if there is one — but only if there is one. Specify the number of items (books, articles, etc.) your patron hopes to see, especially if numbers of sources are important.

If you are having difficulty explaining your patron's question, if your patron has a rush request, or if you are not sure of ISL's ability to answer the question from its collection, please call the toll-free number, 1-800-533-6923, and explain your problem to the reference staff.

ISSN, and ISBN numbers are particularly helpful for the State Library or other loaning library to quickly search a database to find locations.

7. TYPE OF REQUEST: Fill this in if your library or your patron has any limits on cost, for either loans or periodical articles. If that figure is $0, show $0. (You should expect to have to reimburse for postage, regardless of your limit.)

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If you are having difficulty explaining your patron's question, if your patron has a rush request, or if you are not sure of ISL's ability to answer the question from its collection, please call the toll-free number, 1-800-533-6923, and explain your problem to the reference staff.

Request no.: 2 Date: Need before: 1 Notes:

Call No.

BORROWING LIBRARY →

3

4

Patron information:

Book author, OR, Serial title, volume, issue, date, pages; OR, Audiovisual title:

FOLD HERE →

5

Book title, edition, imprint, series; OR, Article author, title: [ ] This edition only

ENCLOSE SHIPPING LABEL

6

Verified in, AND/OR, Cited in:

ISBN, ISSN, LCCN, or other bibliographic number:

LENDING LIBRARY →

9

Request complies with

[ ] 108(g) (2) Guidelines (CCG)

[ ] other provisions of copyright law (CCL)

10

Authorization: _____

Telephone: _____

7

TYPE OF REQUEST: A

[ ] LOAN; WILL PAY FEE _____

[ ] PHOTOCOPY; MAX. COST $ _____

[ ] _____

ROUTED TO:

Library / Call No.	Action Taken

8

LENDING LIBRARY REPORT: Date _____

Date shipped _____ Shipped via _____

Insured for $ _____ Charges $ _____

DUE _____ [ ] Return insured

Packing Requirements _____

RESTRICTIONS: [ ] Library use only

[ ] Copying not permitted [ ] No renewals

[ ] _____

BORROWING LIBRARY RECORD:

Date received _____ Date returned _____

Returned via _____ Insured for $ _____

Payment provided $ _____

RENEWALS:

Date requested _____

New due date _____

Renewal denied _____

ALA INTERLIBRARY LOAN REQUEST FORM

Adapted 12/89

Interlibrary Cooperation: Or, Help! I Need Somebody!

Statistics: Or, Count On It

Some people get a uncomfortable when the topic of "statistics" comes up. They envision complicated mathematical formulas and jargon they don't understand. In the library, however, statistics basically have to do with counting.

Statistics are used as one way to measure how the library is doing in meeting the needs of its community. There are basically two kinds of measures that are used. One kind of measure tells us what the library provides. Some of these measures would include the number of volumes owned, the number of hours the library is opened, and the number of staff members. This kind of measure is sometimes called an input measure.

The other kind of measure tells us how much the library is used. Some of these measures include: number of people visiting the library, number of items circulated, and number of reference questions answered. This kind of measure is sometimes called an output measure.

Statistical measures can be very useful in helping evaluate library services. Using statistics, libraries can compare themselves to other libraries in similar communities. They can also compare how they have done in one period of time with a similar period of time in the past. For example, it is not unusual for a monthly library report to show how the present year's monthly circulation compared with last year's.

Typical Statistical Measures for Libraries

Some of the typical statistical measures that libraries use are:

Budget Figures. These show how much money the library has in income and expenditures. These figures are usually broken down into general categories, such as tax income and other income on the income side. Personnel, library materials, and building expenses are typical expenditure categories.

Collection Figures. These statistics show how many books and other kinds of materials the library makes available to its clientele. To determine the number of items that they have, librarians typically start with a base figure for the year, subtract the items that are known to be weeded or otherwise eliminated from the collection, and add the number of items that have been purchased or otherwise added. This creates the base for the next year. If you are not certain what your base number is, you can look on your last annual report. If you think that your base figure is inaccurate, you can determine a new base by measuring the cards in your shelf list. To learn the proper procedure call your public library consultant.

Statistics: Or, Count On It

Attendance. Here you are trying to measure how many people actually walk into the door of the library, regardless of their reason for doing so. In smaller libraries this can sometimes be done simply by counting people as they come in the door. In larger libraries, turnstile counters or other counters are sometimes used. If you cannot use these methods, you may simply estimate a number by using random count days, during which staff members or volunteers are used to count people as they come through the door.

In Library Use. This measures the number of items that people use in the library without checking them out. The best way to get this measure is to ask patrons not to reshelve their materials, but to place anything they use in special bins. Staff members then reshelve the items and count them as they do so. If this can't be done on a regular basis, it can be done on randomly selected days to get an estimate.

Reference Transactions Completed. This is a relatively easy measure to collect. As the reference staff successfully answers a reference question, they simply make a hash mark on a piece of paper. (Reference questions are those questions which require the use of library materials or a referral to answer. Thus, "Where is the card catalog?" is not a reference question; "How tall is the Empire State Building?" is a reference question.) At the end of the day, the hash marks are counted and the figure written into the statistic book. Some libraries also try to determine the number of reference questions asked as well as answered, so they can see how successful they are in answering these questions.

Circulation. Circulation is measured simply by counting the number of materials that have been checked out each day. If you use a manual system, this is usually done at the end of each day by counting the cards for the books that have been checked out. If you use an automated system, the computer should do this for you. Many times circulation statistics are broken down into juvenile and adult circulation. Other libraries keep track of the circulation of different formats, such as books, magazines, video cassette, audio cassettes. The statistics that you keep will depend on what you are trying to evaluate. For example, if you are just starting a video collection, you may want to keep separate statistics on the circulation of these items.

Interlibrary Loan. Your library's involvement with the interlibrary loan system is measured in two ways: first in how many items you borrow from other libraries, and the number of items you lend to other libraries. Typically, these statistics can be kept on a monthly basis, simply by counting the number of forms for the items received and the items loaned. Sometimes to check the effectiveness of interlibrary loan, libraries also count the number of items they requested from other libraries as compared to the number that they actually received.

Statistics: Or, Count On It

Daily, Monthly and Annual Statistics

Some statistics, most notably circulation, reference transactions, and sometimes library attendance are collected on a daily basis. Libraries can either purchase forms for collecting these statistics or make up their own. A computer program can also be used to eliminate time consuming arithmetic.

At the end of each month, daily statistics are compiled into a monthly report for the library board. Often it is useful for the board to see the month's statistics compared to the same month of the previous year.

At the end of the fiscal year, all public libraries in Idaho are required by law to fill out an annual report and send it to the State Library. These reports, while time consuming, are not difficult to fill out, if good monthly financial and service statistics have been kept. Forms for the annual report are provided by the State Library. Normally you will receive the forms for these annual reports in September, and they are due in December. If you have never filled out these reports before, you might find them to be a bit intimidating. Feel free to call your area's public library consultant if you need help.

Using Statistics

In the spring of each year, the Idaho State Library publishes a compilation of statistics for all public libraries in the state. In addition to giving you "raw" statistics for all libraries, this report will show some of your library's statistics in comparison to libraries in similar size communities.

Many of these comparative statistics are expressed in "per capitas." A per capita statistic is simply the average number of whatever you are measuring for each person in your service area. For example, let's say that your library circulates 10,000 items a year, and you serve 1,000 people. To get the per capita circulation, we divide the circulation (10,000) by the number of people (1,000) and come up with a figure of 10 circulations per capita. In other words, for each person served, 10 books were circulated, or the "average" person in your community checked out 10 books last year.

By using this kind of statistic, you can show taxpayers or funding agencies the kind of value that your library is providing to your community. At times you may also be able to appeal to community pride to gain support for the library. For example, if your library is supported at $7 per capita, while the average library in the state is supported at $10 per capita, you can make a case that your library is underfunded compared to others.

Statistics: Or, Count On It

You need to realize, however, that statistics can cut both ways, and they normally need to be explained. For example, let's say that Library A has 5 volumes per capita, and Library B has 3 volumes per capita. Does this mean that Library A is a better library? Not necessarily. It may mean that Library A has never been weeded, and that a large number of its books are old, dilapidated and will never be checked out. This might be checked by looking at the turnover rate, which is the circulation figure divided by the number of volumes. Let's say that Library A circulated 20,000 items last year, and it has 20,000 volumes. It's turnover rate is 1. Library B circulated 18,000 items last year, and it has 12,000 items. It's turnover rate is 1.5, which means that the average volume in Library B circulated more frequently than the average volume in Library A. However, if Library A and Library B both serve 4,000 people, then Library A circulated 5 items per capita to only 4.5 items per capita for Library B. Thus, statistics can be used to show that either library is doing a "better" job.

We also should not assume that more is necessarily better. For example, a library can increase its circulation fairly easily by buying more popular fiction and videos. But the question then becomes, is the library more valuable because it circulates 20 light romances, as compared to one book containing information that saves a business thousands of dollars?

Thus, while statistics are useful tools in evaluating library services, they should not be taken out of context. In evaluating how the library is doing, it is best to look at a wide variety of measures. When statistics change radically from one year to the next, it is an indication that something changed in the library or the community, and you should try to find out what it is, if you don't already know. Statistics, then, serve as a kind of windvane that helps you to know which way the wind is blowing for your library.

Automation: Or, Take 2 Computers & Call Me In The A.M.

Computers are a hot topic these days in libraries. Most of us have a lot of questions about their use and their role in the library. As a new public library director you may find that your library is automated. If so, there are a number of steps you can take to learn about how the system works.

What Should You Do If There is an Automated System in Place?

If you are lucky, someone on your staff can tell you about how the system works. Find the in-house procedure manuals. If none exist and someone on the staff knows how the system works, take the time to document the system during your first year on the job.

Find the software user manuals for the system. If you can't find the manuals, call the vendor and ask for replacement copies.

Vendors provide training sessions for their customers. Arrange to have such a session for yourself and members of your staff as soon as possible.

Make sure the 800 customer service number of your vendor is available for use. Establish a rapport with your vendor. Call them and ask questions when something is not working properly.

Remember that your library has purchased an automation product from your vendor and, above all, you have the right to expect service.

What Should You Do If Your Library Is Not Automated?

During the first year on the job it is a good idea to take care of the tasks that keep the library open and serve the patrons. It takes time to learn all the details you need to know in order to manage the library. Planning for and utilizing computers can come later when everything else is running smoothly.

If, after you have settled into your job, you want to start looking at automation, consider all the roles the computer can play in the library environment. When you do, remember:

- People use a variety of tools to complete a job. The computer is a tool. On one level it is no different from a pen, a typewriter, or an electric eraser. You do your work with it, around it, through it, and without it.

- It is appropriate for certain tasks, inappropriate for others. It is not an end-all, or a be-all. Its applicability is definitely limited by the task to be accomplished and the power built into the computer and appropriate software.

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Automation: Or, Take 2 Computers & Call Me In The A.M.

Why automate? Just because everyone else is automating should you? Why should libraries use a computer? In other words, why automate?

- Computers can be used as a way of making a repetitive job easier.

- By using computers and telephones, libraries can expand the boundaries of their collection to become as big as all the libraries in the state, region, or nation.

What can computers do for libraries? What products are available for libraries to use? There are numerous computer software products which make running a library easier. Libraries can choose from three basic types of electronic products:

1. General purpose programs are used in a variety of business environments for administrative tasks. These programs can be used for library applications.

   Word processing software can be used for:

   - day to day correspondence
   - form letters and requests
   - handbooks and policy statements (selection policy, user manuals, staff procedure guides)
   - requisitions and/or purchase orders
   - bibliographies.

   Database management software is useful for:

   - inventory (e.g., AV equipment, software collections, special holdings)
   - film bookings
   - union serial lists/periodical check-in
   - consideration files/book orders
   - bibliographies.

   Spreadsheet software can be used for:

   - budget management
   - fund accounting
   - circulation statistics
   - library use statistics
   - interlibrary loan/system/state statistics
   - orders (especially supply).

2. There are a number of software programs designed specifically for use in various areas of library management. Areas in a library that lend themselves to the use of library specific software include:

- acquisitions
- cataloging
- circulation
- computerized version of a library's card catalog
- interlibrary loan

An example of a program designed specifically for library use is the following:

Libraries can use LaserCat to find information about the books they buy. They can then use that information to make cards for their card catalog. Libraries can also find out who owns a book not in their collection. In most cases the library can borrow the book from the library that owns it.

3. Publishers are producing information in new media forms. Some of these forms require the use of a computer to make them available to the patrons. These can include, among others:

✔ the use of CD-ROM technology to publish such works as encyclopedias combining text, pictures, and sound.

✔ the use of computer software to aid in teaching adult literacy.

Where do I start? Most computers in the library world are IBM or IBM compatible. In order for computers to operate they must make use of a disk operating system or DOS. In order for you to use a computer, it is important for you to:

Become computer literate

If you have never operated a computer before, you should take a basic computer literacy class. This kind of course will teach you how to turn the computer on, use floppy disks, and other very basic computer skills.

Learn how to use DOS

Learning DOS is the basic building block upon which many other computer skills are built. Your local school district, community college, university, or computer vendor offer DOS classes. The Idaho State Library has videotapes on how to use DOS available through the videotape collection. You can also purchase similar tapes for your library's collection to use for staff training and for the patrons to use.

Automation: Or, Take 2 Computers & Call Me In The A.M.

As you begin to look at how to use computers in your library, build your knowledge base by considering the following:

Be aware of and make use of the services and consultants of the Idaho State Library.

Attend workshops and meetings when possible to learn about new library technologies.

Visit other libraries who have already automated the library operations being considered by you.

There are user groups, consultants, and hundreds of books and journal articles that will be useful when you decide to implement computer technology in your library. The Idaho State Library can help you identify appropriate publications for your automation projects.

What are some of the **critical resources** to consider when dealing with automation?

The key to effective use of computer technology is **planning**.

The amount of **time** it takes to successfully implement computer technology will almost always be longer than expected.

Computer technology costs **money**.

Experience counts. Don't take on a major automation project without some experience in simpler projects.

It takes **people** to make computers work.

ALL AUTOMATION SHOULD START WITH A NEEDS ASSESSMENT

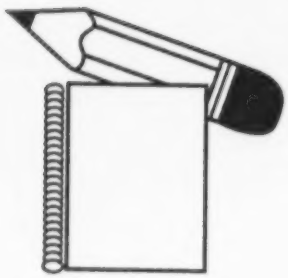
Before considering the purchase of computer technology it is important to assess the needs of the library as they relate to the services provided to the public. This is a process that will likely occupy much of your time during your first year. The benefit of looking at a library's needs comes from understanding what is currently going on and making needed improvements. The benefits realized from the introduction of a computer system are often secondary. Through such an analysis the decision may even be made not to automate.

Automation: Or, Take 2 Computers & Call Me In The A.M.

Summary

Remember that your first year on the job will be a full one as you learn what it takes to provide library service to your community. Implementing projects that use computers takes more time than most of us realize and/or allocate. If you take this time to learn how to use computers and what they can do for you before implementing them in your library, you will save a great deal of time, money and energy in the long run.

Planning: Or, if I Knew Where We Were Going, I Wouldn't Be Lost



Planning is becoming an increasingly important part of the work of librarians and library boards. With limited resources, it is important that your library use what it has in a systematic matter. Unplanned changes usually cost more in time and money than changes that have been thought out in advance.

Planning is considered to be so important by the State Library that Library Services and Construction Act (LSCA) grants are no longer available to public libraries without long range plans.

Writing a plan is not enough, however. Once the plan is written, you have to follow it and monitor it. If your library already has a written plan, you and your board should be using it as you make decisions throughout the year.

To find out if you have a plan, look for a copy in your policy manual or other materials that you obtained from the previous librarian. If you cannot find a plan, ask your board president if such a plan has been written. If it has, ask for a copy.

In a well written plan, you will find objectives for each year. You can use these objectives to help you make decisions about what your library will be doing. Sometimes objectives cannot be met, in which case your board should decide whether to continue, modify, or drop the objective. This should be done on a monthly basis, with an overall review of the plan once a year.

If your library has not yet written a plan, you need to think about doing so. The planning process that is recommended for public libraries appears in a book entitled *Planning and Role Setting for Public Libraries*, which was published by the Public Library Division of the American Librarian Association. A copy of this book was sent to all public libraries in Idaho by the State Library, so your library should have one.

Planning is a large task for a new librarian to take on. If your board needs to write a long range plan, call your public library consultant for help in getting started.

ISL: Or, Your Friends In Boise, Moscow and Idaho Falls

When you run into a question that you just can't answer by yourself, don't forget that there are other resources available to you. One of the primary missions of the Idaho State Library is to serve the library community. This includes not only providing back-up reference services and interlibrary loan, but also consulting and continuing education.

To better serve the Idaho library community, the State Library has three offices. The main library is located at 325 West State Street in Boise. In addition to housing the State Library's collection, this office provides state-wide services for networking, continuing education, literacy, summer reading, and other special services. The office also houses the consultant staff that serves southwestern Idaho. The telephone numbers at this office are 334-2153 and (800) 458-3271.

The State Library field office serving eastern Idaho is located at the Idaho Falls Public Library at 457 Broadway. Its telephone numbers are 525-7211 and (800) 548-6212.

Northern Idaho is served by the field office located at 502 Jefferson in Moscow. The telephone numbers for this office are 882-5934 and (800) 541-8638.

The map located in this manual shows the areas served by each field office. Please feel free to call your area consultant any time that you have a question or a problem. We are here to serve you.

Each year the State Library also provides workshops on basic library skills. These workshops, plus a summer institute on small library management which is held every other year, make up the Alternative Basic Library Education (ABLE) program. Designed to be completed in four years, this program gives small town librarians training in basic library skills. The workshops are available at no charge. They are announced in the State Library Newsletter and special brochures that are sent to all libraries in the state.

Anytime that you have a question about State Library services, please call either the consultant in your area or the Associate Director for Library Development in Boise.

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